



THE COMMONWEALTH OF VIRGINIA

# Virginia Criminal Justice Training Reference Manual



**Virginia Department of Criminal Justice Services**

[www.dcjs.virginia.gov](http://www.dcjs.virginia.gov)

**Performance Outcomes, Training Objectives, Criteria and Lesson Plan Guides for  
Compulsory Minimum Training Standards for *Jail Officers***

**Performance Outcomes for JAIL OFFICERS**

Professionalism

Legal

Communication

Jail Operations

Investigations

Defensive Tactics/Use of Force

Driver Training

Field Training

Weapons

**PROFESSIONALISM**

**Performance Outcome 1.1.**

Maintain a professional appearance with respect to clothing, grooming, and equipment.

**Training Objectives Related to 1.1.**

A. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming, and equipment.

**Criteria:** The trainee shall be tested on the following:

- 1.1.1. Professional appearance for an officer regarding clothing and grooming.
- 1.1.2. Professional appearance for an officer's personal equipment.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Professional appearance for an officer regarding clothing and grooming.
- 2. Professional appearance for an officer regarding personal equipment.
- 3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.
- 4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.

**Performance Outcome 1.2.**

Behave in a fair, positive and courteous manner with inmates and the public to develop a trust relationship and positive community relationship.

**Training Objectives Related to 1.2.**

- A. Given a written exercise, identify the impact that common courtesy may have regarding the relationship between the local jail and the community.
- B. Identify the requirements for professionalism that impact the deputy's/officer's knowledge, skill, and ability to behave in a fair and positive manner.
- C. Identify the requirement that will assist in developing and maintaining a trust relationship with the citizenry and with inmates.

**Criteria:** The trainee shall be tested on the following:

- 1.2.1 Reasons to foster a positive relationship between the local jail and the public.
- 1.2.2 Principles that define a profession.
- 1.2.3 Historical evolution of jails in the United States
- 1.2.4 Three elements of the criminal justice system and explaining these in a positive manner to the community.
  - 1.2.4.1. Courts
    - 1.2.4.1.1. Describe the Virginia Court System
    - 1.2.4.1.2. Juries
      - 1.2.4.1.2.1. Definition of a petit jury, grand jury, special grand jury and multi-jurisdictional grand jury.
      - 1.2.4.1.2.2. Qualifications to serve as a juror
      - 1.2.4.1.2.3. Process for selecting potential jurors
      - 1.2.4.1.2.4. Preparing the list of jurors to be summoned
    - 1.2.4.1.3. Describe the Federal Court System
  - 1.2.4.2. Law Enforcement
    - 1.2.4.2.1. Describe the functions of the office of Sheriff
    - 1.2.4.2.2 Describe the functions of the local police
    - 1.2.4.2.3. Describe the functions of the state police
    - 1.2.4.2.4. Describe the functions of other law enforcement agents
  - 1.2.4.3. Corrections
    - 1.2.4.3.1. Define and describe a local correctional facility
    - 1.2.4.3.2, Define a state correctional facility
- 1.2.5. The place of jails and criminal justice in the structure of government

### 1.2.6. The role of ethics

#### 1.2.6.1. General principles of ethics

#### 1.2.6.2. Code of Ethics

- (1). Deputy/officer behavior
- (2). Deputy/officer dedication
- (3). Career development

1.2.7. Methods of handling violations of professional, ethical or legal standards of conduct on the part of fellow deputies or officers.

1.2.8. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures.

1.2.9. Positive and negative influences of a criminal justice career on a deputy's/jail officer's personal life.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the jail officer/deputy and the public.
  - a. Develop and maintain open communications between the jail and the community
  - b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with jails in other countries has been negative
  - c. Enhance the officer's/deputy's ability to function as effectively as possible in carrying out their daily duties
  - d. Others as may be identified and discussed
2. Consequences that may result from a failure of common courtesy
  - a. Lack of respect on the part of the officer/deputy toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer/deputy in trouble or ignore reporting a situation in the jail.
  - b. Negative attitudes toward jail officers/deputies in general may develop from the actions of one officer/deputy.
  - c. The jail officer's/deputy's ability to function effectively in carrying out daily duties will diminish should the officer/deputy become known as lacking in common courtesy and respect.
  - d. Others as may be identified
3. Identify principles that define a profession
4. Identify the historical evolution of Corrections and Jails in the United States
  - a. Establishment of Jails
  - b. Oath of office
  - c. Constitution and Bill of Rights

5. Identify the three elements of the criminal justice system and explain these in a positive manner to the community

a. Courts

(1). Federal system

(a). U. S. District Court

(1). Definition of petite jury, grand jury, special grand jury, and multi-jurisdictional grand jury

(2). Qualifications to serve as a juror

(3). Process for selecting potential jurors

(4). Preparing the list of jurors to be summoned

(b). U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4th Circuit – Virginia is in this circuit)

(2). State system

(a). Magistrates

(b). General District Courts

(c). Circuit Courts

(d). Virginia Court of Appeals

(e). Virginia Supreme Court

b. Law Enforcement

(1). Federal officers (in general)

(2). Sheriffs

(3). Police (local and state)

(4). Other law enforcement agents

c. Corrections

(1). Local corrections (jails, detention facilities)

(2). State corrections

6. Identify the place of jails in the structure of government

7. Define the role of ethics in criminal justice

a. Identify two general principles of ethics that may assist an officer/deputy in making ethical judgments

b. Review the Jail and/or Law Enforcement Code of Ethics and its impact on the following:

(1). Officer/deputy behavior on duty

(a). Reverence for the law

- (b). Crime prevention/prevention of rules infractions
- (c). Respect for the public
- (d). Impartial enforcement of rules and regulations
- (e). Attempt to use minimum force necessary to effect an arrest or restrain an inmate
- (f). Report only the truth
- (g). Testify only the truth
- (h). Never use public office for private gain
- (i). Strive to perform at maximum efficiency
- (j). Never misuse resources or confidential information
- (2). Officer/deputy behavior off-duty
  - (a). Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.
  - (b). Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.
- (3). Officer/deputy dedication
  - (a). Self (taking care of you will help you care for others)
  - (b). Family
  - (c). Office
  - (d). Community
  - (e). State
  - (f). Country
- (4). Career development
  - (a). In-service training and specialized training programs and courses
  - (b). Resources for individual efforts
    - (1). Reading professional material related to the job
    - (2). Seeking out other criminal justice training
    - (3). Using educational resources such as college courses
    - (4). Others that may be identified

c. Provide copies of the Jail Officer's Code of Ethics for signature by trainees.

8. Identify methods of handling violations of professional, ethical, or legal standards of conduct on

the part of fellow jail officers/deputies

9. Identify the positive and negative aspects of discretionary enforcement of laws, jail rules and regulations

- a. Positive aspect: Inmates realize that they cannot manipulate a deputy or jail officer.
- b. Negative aspect: Inmates watching a deputy/jail officer may think his enforcement of jail rules is unfair when the deputy/jail officer allows a prominent citizen who is in jail to have privileges that they may not get.

10. Identify positive and negative influences of a criminal justice career on an officers/deputies personal life

- a. Positive influences include, but are not limited to,
  - (1). Providing a role model to citizens, especially children
  - (2). Saving lives
  - (3). Preventing crime
  - (4). Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights
  - (5). Others as may be identified
- b. Negative influences include, but are not limited to
  - (1). Constantly facing the possibility of death or serious injury
  - (2). Divorce or strains on family relationships
  - (3). Alcoholism
  - (4). Mental health problems ranging from chronic stress to depression with the possibility of suicide
  - (5). Others as may be identified
- c. Bias
  - (1). Define bias.
  - (2). Define discrimination.
  - (3). Identify consequences of bias based jail, court, or civil process operations.
  - (4). Identify consequences of impartial enforcement of jail, court, or civil process service rules.
  - (5). Identify methods that a deputy/jail/court security/civil process service officer may use to prevent bias from determining a jail, court, or civil process enforcement intervention.

***Instructor Note: Numbers 4 and 5 in the lesson plan guide should provide an overview so that the trainee understands the structure of the criminal justice system and how jail operations fit into this structure. Detailed information on these areas will be provided during legal issues training.***

**Performance Outcome 1.3.**

Apply knowledge of the law relating to gambling and identify its impact on professionalism.

**Training Objectives Relating to 1.3.**

A. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.

B. Given a written exercise, identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/ civil process service officers.

**Criteria:** The trainee shall be tested on the following:

1.3.1. Define gambling and elements of the crime.

1.3.2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail officers.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define gambling and elements of the crime, [§18.2-325](#)
2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

**LEGAL****Performance Outcome 2.1.**

Perform the duties of a deputy/jail officer in compliance with constitutional requirements and the Bill of Rights.

**Training Objective Related to 2.1.**

A. Given a written exercise, identify the applicability of the 1st, 4th, 5th, 6th, 8th, 13th, and 14th Amendments to the United States Constitution to jail operations.

**Criteria:** The trainee shall be tested on the following:

2.1.1. Define Constitutional Law.

2.1.2. List the protections provided to jail inmates in the First Amendment of the U.S. Constitution.

2.1.3. List the protections provided to jail inmates in the Fourth Amendment of the U.S. Constitution.

2.1.4. List the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.

2.1.5. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution.



2.1.6. List the protections provided to jail inmates by the Eighth Amendment of the U.S. Constitution.

2.1.7. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates provided by the 13th Amendment.

2.1.8. List the protections provided to jail inmates by the Fourteenth Amendment.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define Constitutional Law.
2. List the protections provided in the First Amendment of the U.S. Constitution and identify how these protections apply in a jail.
  - a. Religion (including Religious Land Use and Institutionalized Persons Act)
  - b. Speech (mail, phone calls)
  - c. Press (newspapers, magazines)
  - d. Association (visitors)
  - e. Redress of grievances (access to courts; legal services to which indigent inmates are entitled in matters related to their incarceration)
  - f. Others as may be identified by the instructor
3. List the protections provided to jail inmates by the Fourth Amendment of the U.S. Constitution.
  - a. Cell searches
  - b. Person searches
    - (1). Frisk
    - (2). Strip
    - (3). Body cavity
  - c. Seizures
    - (1). Contraband
    - (2). Evidence
4. List the protections against self-incrimination and double jeopardy in the Fifth Amendment to the U.S. Constitution.
5. Identify the right to an attorney afforded in the Sixth Amendment to the U.S. Constitution.
6. List the protections of the Eighth Amendment of the U.S. Constitution.
  - a. Medical
  - b. Psychological
  - c. Exercise
  - d. Housing

- e. Sanitation
  - f. Safety
  - g. Others as may be identified by the instructor
7. Identify the reasons an inmate may be placed in segregation.
- a. Administrative
  - b. Disciplinary
8. Identify the difference between the constitutional rights of pre-trial detainee and those of convicted inmates as applicable to the 13th Amendment.
9. List the protections provided to jail inmates by the Fourteenth Amendment.
- a. Due process
    - (1). Substantive
    - (2). Procedural
  - b. Equal protection (especially in relation to religious issues)

### **Performance Outcome 2.2.**

Perform the duties of a deputy/jail officer with awareness of personal and agency liability.

### **Training Objective Related to 2.2.**

A. Given a written exercise, identify the requirements of [Title 42, United States Code Section 1983](#), [Title 18 United States Codes Sections 241](#) and [242](#), and tort law related to personal and agency liability.

B. Given a written exercise, identify how the above mentioned laws apply to jail operations and jail staff in order to perform required duties and minimize liability.

C. Given a written exercise, identify how the [Civil Rights of Institutionalized Persons Act \(CRIPA\)](#) applies to jail staff.

**Criteria:** The trainee shall be tested on the following:

- 2.2.1. Identify the elements that must be present for a person to file a §[1983](#) lawsuit.
- 2.2.2. Identify the most common legally accepted defenses against a §[1983](#) lawsuit.
- 2.2.3. Identify the levels of negligence related to tort and 1983 lawsuits.
- 2.2.4. Identify the major difference between [Title 18 U.S. Code §241](#) and [Title 18 U.S. Code §242](#).
- 2.2.5. Identify how the [Civil Rights of Institutionalized Persons Act \(CRIPA\)](#) applies to jail staff.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify the elements that must be present for a person to file a §[1983](#) lawsuit.

2. Identify the most commonly accepted defenses against a §[1983](#) lawsuit.
  - a. substantive defenses
  - b. procedural defenses
    - (1). Immunity
    - (2). Statute of limitations
3. Identify the levels of negligence in relation to tort and 1983 lawsuits.
  - a. simple negligence
  - b. gross negligence
  - c. deliberate indifference
  - d. malicious and sadistic actions
4. Identify the major difference between [Title 18 U.S. Code §241](#) and [Title 18 U.S. Code §242](#).
5. Identify how the [Civil Rights of Institutionalized Persons Act \(CRIPA\)](#) applies to jail staff.

### **Performance Outcome 2.3.**

Perform duties of a deputy/jail officer according to laws governing the office of sheriff and regional jails

#### **Training Objective Related to 2.3.**

- A. Given a written exercise, identify the sections of the Code of Virginia that relate to the jobs and responsibilities of jail officers, the office of sheriff and jail superintendents, and jail operations and security.
- B. Given a written exercise, correctly identify these laws.

**Criteria:** The trainee shall be tested on the following:

- 2.3.1. Identify the process by which a bill becomes law in Virginia.
- 2.3.2. Identify the powers and duties of a sheriff as a constitutional officer.
- 2.3.3. Identify the powers and duties of the regional jail superintendent.
- 2.3.4. Identify factors that affect the employment of a deputy sheriff/jail officer.
- 2.3.5. Define local correctional facility and lockup.
- 2.3.6. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the relationship between the state standards and the American Correctional Association Standards, the result of not complying with the Standards, and who has authority to enforce the standards.
- 2.3.7. Identify the court duties of the sheriff.
- 2.3.8. Identify the information that must be included in daily jail records.

- 2.3.9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.
- 2.3.10. Identify the notification procedures to be followed in the event of a death in the jail.
- 2.3.11. Identify the procedure to follow when admitting a suspected sex offender to jail.
- 2.3.12. Identify the procedure to follow when ordered to obtain DNA from an arrestee or inmate.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify the process by which a bill becomes law in Virginia.
2. Identify the powers of a sheriff as a constitutional officer.
3. Identify the powers and duties of a regional jail superintendent.
4. Identify factors that affect the employment of a deputy sheriff/jail officer.
5. Define local correctional facility and lockup.
6. Identify the Board responsible for establishing the Minimum Standards for Local Jails and Lockups, the status of the Standards, the relationship between the state standards and the American Correctional Association Standards, the result of not complying with the Standards, and who has authority to enforce the standards.
7. Identify the court duties of the sheriff.
8. Identify the information that must be included in daily jail records. (§[53.1-116](#))
9. Identify the procedures to be followed when admitting a suspected illegal alien into the jail.
10. Identify the notification procedures to be followed in the event of a death in the jail.
11. Identify the procedure to follow when admitting a suspected sex offender to jail.
12. Identify the procedure to follow when ordered to obtain DNA from an arrestee or inmate.

***Instructor Note: Number 6 in the Lesson Plan Guide must include sufficient detail so that the trainee is able to identify the historical evolution of jails and lockup and the impact of Standards on these facilities. Number 7 must include sufficient detail so that the trainee is able to identify the elements of the criminal justice system with particular emphasis on courts and the sheriff's role in these elements.***

#### **Performance Outcome 2.4.**

Respond to request by determining whether the facts are civil or criminal.

#### **Training Objectives Relating to 2.4.**

A. Given a written exercise, identify actions as civil or criminal matters.

**Criteria:** The trainee shall be tested on the following:

- 2.4.1. Define civil liability in contrast to criminal liability.
- 2.4.2. Given the facts of a crime, identify the crime and Code section using the Code of

Virginia.

2.4.2.1. Identify the classes of felonies and their punishments.

2.4.2.2. Identify the classes of misdemeanors and their punishments.

2.4.2.3. Define infractions and local ordinances.

2.4.3. Define consecutive and concurrent sentencing.

2.4.4. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.

2.4.5. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.

2.4.6. Identify the two defenses against a tort suit.

2.4.7. Identify and define the types of damage related to tort and 1983 lawsuits.

2.4.8. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal.

2.4.9. Identify civil matters of import to jail/detention staff.

2.4.9.1. Habeas Corpus

2.4.9.2. Contempt of Court

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define civil liability in contrast to criminal liability.

2.. Given the facts of a crime, identify the crime and Code section using the Code of Virginia.

a. Identify the classes of felonies and their punishments.

b. Identify the classes of misdemeanors and their punishments.

c. Define infractions and local ordinances.

3. Define consecutive and concurrent sentencing.

4. Identify the penalties attached for an inmate who takes hostages or injures any employee of a correctional facility.

5. Identify the penalties attached for delivery of controlled substances, firearms, ammunition, or explosives to an inmate.

6. Identify the two types of defenses against a tort suit (substantive and procedural).

7. Identify and define the types of damage related to tort and 1983 lawsuits.

a. nominal

b. compensatory

c. punitive

8. Evaluate facts of a situation to determine if it is a civil or criminal matter by applying the definitions of civil vs. criminal. Note that Virginia is a common law state (common law still in

effect except as overruled or replaced by the Code of Virginia). Identify the Code citation enabling local counties, cities, and towns to establish local ordinances. (§ [15.2-1425](#)) (§[15.2-1429](#))

9. Identify civil matters of import to jail/detention staff.

- a. Habeas Corpus
- b. Contempt of Court, (e.g. §[16.1-278.16](#))
- c. Writ of Mandamus/Prohibition (rearranged)
- d. Injunction (rearranged)

***Instructor Note: Advise trainees that they must identify department policy relating to explaining a violation of county or municipal ordinances that is the basis for a summons to the violator. Advise trainees that they must identify department policy relating to use of discretion regarding a violation of law.***

### **Performance Outcome 2.5.**

Obtain an arrest warrant from proper authority.

#### **Training Objectives Related to 2.5.**

A. Given a written or practical exercise, identify the proper authority from whom to obtain an arrest warrant, the information that must be presented to support a warrant, and return requirements.

**Criteria:** The trainee shall be tested on the following:

- 2.5.1. Identify the proper authorities from which an arrest warrant may be obtained according to §[19.2-71](#) and Rule 3A:3 of the Rules of the Supreme Court of Virginia
- 2.5.2. Identify the information that must be provided to support a warrant
- 2.5.3. Return arrest warrant conforming to statutory requirements

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. The proper authorities from which an arrest warrant may be obtained according to [19.2-71](#) and Rule 3A:3 of the Rules of the Supreme Court of Virginia
  - a. Judge
  - b. Clerk of any circuit, general district, or family court
  - c. Magistrate
- 2. The information that must be provided to support a warrant
  - a. The crime
  - b. The facts that support probable cause
  - c. How these facts relate to the suspect(s)
- 3. Return of arrest warrant conforming to statutory requirements
  - a. Deputy/jail officer endorsement of the warrant

- b. Return to a judicial officer with authority to grant bail

### **Performance Outcome 2.6.**

Arrest persons with a warrant.

### **Training Objectives Relating to 2.6.**

A. Given a written and/or practical exercise, identify constitutional and statutory requirements to arrest a person with a warrant.

**Criteria:** The trainee shall be tested on the following:

- 2.6.1. Define arrest.
- 2.6.2. Identify the mandatory contents of a valid warrant.
- 2.6.3. Identify the territorial limitations of a deputy/jail officer's power to arrest.
- 2.6.4. Identify the consequences of an illegal arrest.
- 2.6.5. Identify the process of executing an arrest warrant.

**Lesson Plan Guide:** The lesson plan shall include the following:

Code of Virginia, §[19.2-71](#) to §[19.2-83.1](#)

1. Define arrest.
2. Identify who may issue a warrant for the arrest of a person charged with a criminal offense.
3. Identify the mandatory contents of a valid warrant:
  - a. It shall be directed to an appropriate deputy/jail officer
  - b. It shall name the accused or set forth a description by which he/she can be identified
  - c. It shall describe the offense charged with reasonable certainty
  - d. It shall command that the accused be arrested and brought before a court of appropriate jurisdiction
  - e. It shall be signed by the issuing officer
4. Identify the territorial limitations of a deputy/jail officer's power to arrest.
5. Identify the consequences of an illegal arrest.
6. Identify the process of executing an arrest warrant:
  - a. Arrest the accused
  - b. Inform the accused of the offense charged and that a warrant has been issued
  - c. Endorse and date the warrant
  - d. Deliver a copy of the warrant to the accused as soon as possible

**Performance Outcome 2.7**

Arrest persons without a warrant.

**Training Objective 2.7**

A. Given a written exercise, identify constitutional and statutory requirements to arrest a person without a warrant.

**Criteria:** The trainee shall be tested on the following:

- 2.7.1. Define probable cause for an arrest.
- 2.7.2. Identify the requirement for warrantless felony arrest under §[19.2-81](#).
- 2.7.3. Identify the general requirement for a warrantless misdemeanor arrest.
- 2.7.4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal.
- 2.7.5. Identify three situations whereby a deputy/jail officer may make a warrantless arrest according to the Code of Virginia.
- 2.7.6. Identify the parameters for issuing a summons in lieu of arrest.
- 2.7.7. Identify a situation in which an officer may issue a summons in lieu of arrest.

**Lesson Plan Guide:** The lesson plan shall include the following:

Code of Virginia, §[19.2-81](#) to [19.2-83.1](#)

- 1. Define probable cause for an arrest.
- 2. Identify the requirement for warrantless felony arrest under §[19.2-81](#).
- 3. Identify the general requirement for a warrantless misdemeanor arrest.
- 4. Given narrative examples of arrest situations, determine if the warrantless arrest is legal
- 5. Identify the situations whereby a deputy/jail officer may make a warrantless arrest according to the Code of Virginia.
  - a. upon information that the individual is wanted in another jurisdiction through electronic messages (fax, teletype and radio messages)
  - b. assault and battery
  - c. a probation or parole violation, etc.
  - d. concealed weapon
- 6. Identify the Virginia State Code sections pertaining to warrantless arrests:
  - a. Escape, flight and pursuit, arrest anywhere in Commonwealth (§[19.2-77](#))
  - b. Arrest by officers of other states in close pursuit (§[19.2-78](#))
  - c. Arrest without warrant authorized in certain cases (§[19.2-81](#))
  - d. Procedure for arrest without warrant (§[19.2-82](#))
- 7. Identify the parameters for issuing a summons in lieu of arrest.



8. Identify a situation in which an officer may issue a summons in lieu of arrest.

### **Performance Outcome 2. 8.**

Answer questions regarding the progress of a case according to rules of privacy and security controlling access to records.

#### **Training Objectives Relating to 2. 8.**

A. Given a written exercise, identify basic laws governing rules of privacy and security to control access to records.

**Criteria:** The trainee shall be tested on the following:

- 2.8.1. Statutes relating to criminal history records/juvenile information
- 2.8.2. Statutes relating to release of information through NCIC or VCIN
- 2.8.3. Application of HIPPA in relation to inmate medical records.
- 2.8.4. Application of the Freedom of Information Act (§[2.2-3700](#)) in Virginia jails.
- 2.8.5. Application of the Government Data Collection and Dissemination Act in Virginia jails. (§[2.2-3800](#))
- 2.8.6. Application of the Prison Rape Elimination Act.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Statutes relating to criminal history records/juvenile information.
- 2. Statutes relating to release of information through NCIC or VCIN.
- 3. Review of privacy of inmate medical records, especially HIPPA.
- 4. Review of the Virginia Freedom of Information Act (§[2.2-3700](#)) (Inmates have no access)
- 5. Application of the Government Data Collection and Dissemination Act (§[2.2-3800](#))
- 6. Application of the Prison Rape Elimination Act.

### **Performance Outcome 2. 9.**

Serve mental health commitment papers.

#### **Training Objectives Relating to 2. 9.**

A. Given a written exercise, identify Code of Virginia requirements for serving mental health commitment papers (emergency custody orders or temporary detention orders only).

**Criteria:** The trainee shall be tested on the following:

- 2.9.1. Define emergency custody orders and temporary detention orders and situations in which these would be utilized.
- 2.9.2. Identify persons having authority to issue an emergency custody order or temporary

detention order.

2.9.3. Identify procedures for emergency custody order or temporary detention order return of service.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definition of emergency custody orders and temporary detention orders and situations in which these would be utilized.
2. Identification of persons having authority to issue an emergency custody order or temporary detention order (judge or magistrate).
3. Procedures for emergency custody order or temporary detention order return of service.
  - a. Return service promptly to clerk's office stating the date and manner of service and to whom service was made.
4. Service of mental health commitment papers is the same as service and return of any other civil judicial process.
5. Service is not restricted but is applicable statewide (§[8.01-292](#))
6. Emergency commitments (involuntary detention), §[37.2-809](#).

***Instructor Note: Advise trainees that they must identify department policy related to serving mental health commitment papers as part of their department training.***

### **Performance Outcome 2.10.**

Apply knowledge of the law to related to family abuse and protective orders.

#### **Training Objectives Related to 2.10.**

A. Given a written exercise, identify elements of the crimes related to family abuse.

The trainee shall be tested on the following:

- 2.10.1. Define the following:
  - 2.10.1.1. family abuse
  - 2.10.1.2. family or household member
- 2.10.2. Identify provisions of protective orders for family abuse.
- 2.10.3. Identify the prohibitions in place for those subject to a protective order for family abuse.
- 2.10.4. Identify the process for executing a protective order.
- 2.10.5. Identify the procedures for victim notification relating to family abuse protective orders.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Definitions for the following:

- a. family abuse
  - b. household or family member
2. Identify provisions of protective orders for family abuse.
3. Identify the prohibitions in place for those subject to protective order for family abuse.
4. Identify the process for executing a protective order.
5. Identify the procedures for victim notification relating to family abuse protective orders.

**Performance Outcome 2.11.**

Apply knowledge of law to obtain information from a subject conforming to constitutional requirements.

**Training Objectives Related to 2.11.**

A. Given a written or practical exercise, identify constitutional requirements to obtain information from a subject.

**Criteria:** The trainee shall be tested on the following:

- 2.11.1. Identify constitutional issues related to detention and questioning of a subject.
- 2.11.2. Identify the relevant case regarding interrogation: *Miranda v. Arizona*, 384 U.S. 436 (1966)
- 2.11.3. Identify the two conditions which together trigger the necessity for Miranda warnings.
- 2.11.4. Identify the conditions by which a confession will be judged to be admissible.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The rights of an arrested person as guaranteed by the U. S. Constitution.
2. Identify constitutional issues related to detention and questioning of a subject.
3. Identify the relevant case regarding interrogation: *Miranda v. Arizona*, 384 U.S. 436 (1966)
4. Identify the two conditions that together trigger the necessity for Miranda warnings:
  - a. in custody **AND**
  - b. questioning/interrogation.
5. Identify use of consent forms and waiver forms
6. Identify the conditions by which a confession will be judged to be admissible.
7. Identify the constitutional basis for the Miranda warning and read the warning
  - a. Identify the point at which the suspect should be advised of constitutional rights.
  - b. Read the complete Miranda warning.

**Performance Outcome 2.12**

Conduct searches and seizures under the following conditions:

- with and without a warrant
- incident to hot pursuit
- with or without consent
- incident to arrest
- confer with the local Commonwealth's Attorney under unusual search and seizure circumstances

**Training Objectives Related to 2.12**

Given a written or practical exercise:

- A. Identify those search and seizure situations in which the 4th Amendment mandates a warrant.
- B. Identify search and seizure situations in which a warrantless search may be legally conducted.
- C. Identify situations that warrant conferring with the local Commonwealth's Attorney for guidance.
- D. Explain the elements of an affidavit for a search warrant.
- E. Identify proper authority for obtaining the warrant.
- F. Identify return requirements.

**Criteria:** The trainee shall be tested on the following:

- 2.12.1. Identify the reason that searches generally require a warrant.
- 2.12.2. Identify the reason that search warrants must be obtained for crime scenes except in emergency circumstances.
- 2.12.3. Identify the proper authorities from which a search warrant may be obtained
  - 2.12.3.1. Judge
  - 2.12.3.2 Magistrate
  - 2.12.3.3. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched
- 2.12.4. Explain the elements of an affidavit
  - 2.12.4.1. Description of place, thing, or person to be searched
  - 2.12.4.2. Description of things or persons to be searched for
  - 2.12.4.3. The crime causing the search
  - 2.12.4.4. Thing(s) being searched for is/are evidence of the crime
  - 2.12.4.5. Any other material facts that show probable cause to issue search warrant

2.12.5. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.

2.12.6. Identify Code of Virginia requirements for return of search warrant

2.12.6.1. Date of execution of warrant, signature, and time noted on warrant

2.12.6.2. Under oath, inventory all property seized

2.12.6.3. File in circuit court clerk's office within three days the search warrant, inventory, and affidavit

2.12.7. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia

2.12.7.1. Define the hot pursuit exception to warrant requirements.

2.12.7.2. Identify the circumstances that justify hot pursuit.

2.12.7.3. Define the scope of a search incident to hot pursuit.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Unless an exception is identified, searches require a warrant if a reasonable expectation of privacy exists.

2. Search warrants must be obtained for crime scenes except in emergency circumstances on public property, or consent is given. Jail staff do not need a search warrant for the search of an inmate's person, property, or cell for security, safety or management reasons. A search related to a criminal investigation needs a search warrant with probable cause to believe the property is fruits of a crime or evidence of a crime.

3. Identify items that may be subject to asset forfeiture laws.

a. Situations where assets may be seized

(1). Anything used in substantial connection with menu, sale, or distribution of illegal drugs

(2). Anything traded or exchanged for illegal drugs

4. Identify the proper authorities from which a search warrant may be obtained according to [§19.2-52](#):

a. Judge

b. Magistrate

c. Other person with authority to issue criminal warrants in the jurisdiction of the place to be searched

5. Explain the elements of an affidavit according to [§19.2-54](#) covering:

a. Description of place, thing, or person to be searched

b. Description of things or persons to be searched for

c. The crime causing the search

- d. Thing(s) being searched for is/are evidence of the crime
  - e. Any other material facts that show probable cause to issue search warrant
6. State facts and circumstances that would lead a reasonable person to believe the seizable items are located in the area to be searched.
7. Return search warrant conforming to Code of Virginia §[19.2-57](#) requirements:
- a. Date of execution of warrant, signature, and time noted on warrant
  - b. Under oath, inventory all property seized
  - c. File in circuit court clerk's office within three days the search warrant, inventory, and affidavit
8. Identify requirements for warrantless search of premises or property for suspect incident to hot pursuit conforming to constitutional requirements and Code of Virginia § [19.2-59](#).
- a. Define the hot pursuit exception to warrant requirements.
  - b. Identify the circumstances that justify hot pursuit.
  - c. Define the scope of a search incident to hot pursuit.

### **Performance Outcome 2.13.**

Frisk or search a subject.

#### **Training Objectives Relating to 2.13.**

Given a written exercise,

- A. Identify the parameters under which a pat down of a subject may be conducted.
- B. Identify the parameters under which a search of a subject may be conducted.

**Criteria:** The trainee shall be tested on the following:

- 2.13.1. The elements of a detention and arrest.
- 2.13.2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.
- 2.13.3. The relevant legal principles.
  - 2.13.3.1. Terry v. Ohio (person not in custody)
  - 2.13.3.2. Bell v. Wolfish (person in custody)

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. The elements of a detention and arrest.
- 2. The scope of the search of a person and the circumstances when the search may be extended beyond the subject.
- 3. The relevant legal principles.

- a. Terry v. Ohio (person not in custody)
- b. Bell v. Wolfish (person in custody)

**Performance Outcome 2.14.**

Identify, establish custody of, and record a chain of custody for evidence, seized or detained property, or recovered property.

**Training Objectives Related to 2.14.**

A. Given a written exercise, identify legal requirements to identify, establish custody of, and document a chain of custody for evidence, seized or detained property or recovered property.

**Criteria:** The trainee shall be tested on the following:

- 2.14.1. Define evidence.
- 2.14.2. Define the types of evidence.
- 2.14.3. Define the chain of custody.
- 2.14.4. Identify the minimum tests that an item of evidence must successfully pass before admission to any criminal court.
- 2.14.5. Identify methods used for initially considering that an item may be evidence.
- 2.14.6. Identify procedure to establish and track chain of custody of evidence.
  - 2.14.6.1. Establish custody by marking with proper tags and securing or protecting.
  - 2.14.6.2. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Define evidence.
- 2. Define the types of evidence.
  - a. Documentary (written items)
  - b. Trace
  - c. Real
  - d. Circumstantial
  - e. Physical
  - f. Confessions
  - g. Photographic
- 3. Define the chain of custody.
- 4. Identify the minimum tests that an item of evidence must successful pass before admission to any criminal court (Rules of Evidence)

- a. Legal relevance
  - b. Logical relevance
5. Methods used to initially identify evidence
- a. Personal observation
  - b. Discovery through a valid search warrant
6. Identify methods used for initially considering that an item may be evidence
7. Identify procedure to establish and track chain of custody of evidence
- a. Establish custody by marking with proper tags and securing or protecting
  - b. Document all persons handling the evidence or property during recovery, removal, transport, storage, and release

### **Performance Outcome 2.15.**

Identify legal basis for use of force by an officer.

#### **Training Objective Related to 2.15.**

A. Given a written exercise, identify elements of case law and statutory law pertaining to use of force by officers in the performance of duty.

**Criteria:** The trainee shall be tested on the following:

- 2.15.1. Preservation of life: Case law
- 2.15.2. Preservation of property
- 2.15.3. Enforcing regulations
- 2.15.4. Preventing escapes
- 2.15.5. Enforcing valid orders

**Lesson Plan Guide:** The lesson plan shall include the following:

Case law pertaining to use of force by deputies or jail officers in the performance of duty.

- 1. Preservation of life
  - a. Case law
    - (1). *Graham v. Connor* (applies rules of Constitutional amendment most closely associated with the status of the subject of force)
    - (2). *Tennessee v. Garner* (applies the objective reasonableness test)
    - (3). *Hudson v. McMillan* (use of force against a convicted prisoner)
    - (4). *US v. Cobb* (pre-trial detainee use of force) (905 F2d 784 (1990))
- 2. Preservation of property



3. Enforcing regulations
4. Preventing escapes
5. Enforcing valid orders

**Performance Outcome 2.16.**

Identify the circumstances under which a person is fingerprinted.

**Training Objectives Relating to 2.16.**

Given a written exercise:

- A. Identify the circumstances under which a subject shall be fingerprinted.
- B. Identify requirements related to fingerprinting juveniles.

**Criteria:** The trainee shall be tested on the following:

- 2.16.1. The circumstances under which a suspect should be fingerprinted
  - 2.16.1.1. Charged with a felony
  - 2.16.1.2. Charged with a class I or class II misdemeanor
  - 2.16.1.3. Convicted of the above
- 2.16.2. The statutory requirements related to fingerprinting juveniles
  - 2.16.2.1. Age
  - 2.16.2.2. Type of crime
  - 2.16.2.3. Suspect in certain types of crimes
  - 2.16.2.4. Maintain juvenile fingerprint records separately from adult records
  - 2.16.2.5. Destruction of juvenile fingerprint records

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The circumstances under which a suspect shall be fingerprinted (§[19.2-390](#))
  - a. Charged with a felony
  - b. Charged with a class I or class II misdemeanor
  - c. Convicted of a class I or class II misdemeanor (§[19.2-74](#))
2. The requirements related to fingerprinting juveniles §[16.1-299](#)
  - a. Age
  - b. Type of crime
  - c. Suspect in certain types of crimes
  - d. Maintain juvenile fingerprint records separately from adult records

e. Destruction of juvenile fingerprint records

## **COMMUNICATION**

### **Performance Outcome 3.1.**

Communicate with law enforcement and detention facility personnel to exchange information in order to obtain or provide assistance in an investigation.

#### **Training Objective Related to 3.1.**

A. Given a written or practical exercise, identify the types of information and sources for obtaining information useful to any agency conducting an investigation.

**Criteria:** The trainee shall be tested on the following:

3.1.1. Identify types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

3.1.1.1. Descriptive information about a suspect

3.1.1.2. Information about other crimes suspect may have committed

3.1.1.3. Knowledge of possible whereabouts of a suspect

3.1.1.4. Family, friends, associates, co-workers of a suspect

3.1.1.5. Behavior patterns of suspect

3.1.1.6. Occupation

3.1.1.7. Modus operandi (how a person operates in committing a crime)

3.1.1.8. Peculiarities of suspect

3.1.1.9. Others as may be identified

3.1.2. Identify internal and external sources that may be used to obtain information relevant to an investigation.

3.1.2.1. Internal

3.1.2.1.1. National Crime Information Center (NCIC)

3.1.2.1.2. Virginia Crime Information Network (VCIN)

3.1.2.1.3. Probation and Parole

3.1.2.1.4. Automatic Fingerprint Identification System (AFIS)

3.1.2.1.5. Local Inmate Data System

3.1.2.1.6. National Law Enforcement Telecommunications System

3.1.2.2. External

## 3.1.2.2.1. Public Records

## 3.1.2.2.2. U.S. Postal Service

## 3.1.2.2.3. Other Public Safety Agencies (local, state, federal)

## 3.1.2.2.4. Crime Analysis Information Exchanges

## 3.1.2.2.5. Social Security Administration

3.1.3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.

## 3.1.3.1. Document the information

## 3.1.3.2. Notify immediate supervisor

## 3.1.3.3. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Types of information available within your agency or with other agencies to obtain or to provide in order to render assistance in an investigation.

- a. Descriptive information about a suspect
- b. Information about other crimes a suspect may have committed
- c. Knowledge of possible whereabouts of a suspect
- d. Family, friends, associates, co-workers of a suspect
- e. Behavior patterns of suspect
- f. Occupation
- g. Modus operandi (how a person operates in committing a crime)
- h. Peculiarities of suspect
- i. Others as may be identified

2. Internal and external sources that may be used to obtain information relevant to an investigation.

## a. Internal

- (1). National Crime Information Network (NCIC)
- (2). Virginia Crime Information Network (VCIN)
- (3). Probation and Parole
- (4). Automatic Fingerprint Identification System (AFIS)

## b. External

- (1). Public Records
- (2). U.S. Postal Service

- (3). Other Public Safety Agencies (local, state, federal)
- (4). Crime Analysis Information Exchanges
- (5). Social Security Administration

3. Identify steps to communicate internal and external information, i.e. to pass on information to proper authorities.

- a. Document the information
- b. Notify immediate supervisor
- c. Follow department policy and procedure related to communication of such information including providing copies of reports and information to authorized parties.

### **Performance Outcome 3.2.**

Interview a complainant, witness, victim or inmate.

#### **Training Objective Related to 3.2.**

Given a written or practical exercise,

- A. Identify factors to consider in conducting an inmate interview.
- B. Interview a complainant, a witness or a victim.
- C. Interview an inmate combining legal requirements and interview techniques.

**Criteria:** The trainee shall be tested on the following:

#### **For a complainant, a witness or a victim:**

- 3.2.1. Professional demeanor
- 3.2.2. Use of open-ended questions
- 3.2.3. Recording of information necessary to complete a report

#### **For an inmate:**

- 3.2.4. Three considerations of conducting an interview
- 3.2.5. Three interview styles
- 3.2.6. A strategy and questions to ask prior to the questioning

**Lesson Plan Guide:** The lesson plan shall include the following:

#### **For a complainant, a witness or a victim:**

- 1. Professional demeanor
- 2. Use of open-ended questions
- 3. Information necessary to complete a report
- 4. Complainants and witnesses should be interviewed separately and early in the incident.

5. Statements are made under conditions that provide for no duress, threats, or promises
6. The focus is on details that bring out the facts of the incident and build on these
7. Complainants and witnesses are informed that they may be re-interviewed later for information that they may not remember at the moment or about information subsequently developed
8. Complainants and witnesses are thanked for their information and/or assistance
9. Identify when/if interview shifts from an interview to an interrogation or becomes accusatory

**For an inmate:**

1. Identify three considerations of conducting an interview:
  - a. Timing
  - b. Location
  - c. Physical and emotional needs
  - d. Drug and alcohol effects
  - e. Preparation
  - f. Privacy
  - g. Physical barriers
  - h. Juvenile/adult
2. Identify three interview styles
  - a. Factual
  - b. Sympathetic
  - c. Hostile
  - d. Apathetic
  - e. Face-saving
  - f. Complimentary
3. Identify a strategy and questions to ask prior to the questioning to determine as much as possible who, what, where, when, why, and how
4. Given a practical exercise combining legal requirements and interview techniques, conduct a suspect interview.
  - a. Introduction and purpose of the interview
  - b. Question for desired information
  - c. Adhere to legal requirements
  - d. Conclude

**Performance Outcome 3.3.**

Summarize in writing the statements of inmates, witnesses and complainants

**Training Objective Related to 3.3.**

A. Given a practical exercise, complete an accurate written report based on an interview.

**Criteria:** The trainee shall be tested on the following:

- 3.3.1. Facts related to the incident
- 3.3.2. Events preceding the incident
- 3.3.3. Write a report based upon the information gained during the interview.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Facts related to the incident
2. Events preceding the incident
3. Identification of good listening techniques that encourage the person to talk
4. Clarification of words or slang
5. Use of open-ended questions
6. Use of simple and focused language
7. Use of “listening” body language
  - a. Casual observation
  - b. Feedback language
  - c. Gaining complete information about interviewee
8. Write a report based upon the information gained during the interview
  - a. Summarize the statements of witnesses and complainants to answer who, what, where, when, why, and how of an incident.
  - b. Be clear, complete and concise.
  - c. Be accurate, reliable and objective.
  - d. Use proper grammar and spelling (proofread to remove errors).
  - e. Cover as completely as possible what the witness/complainant sees or knows.
9. Reports must be written independently in the trainee’s own words unless it is a direct quote. Trainees may not copy each other’s reports.

**Performance Outcome 3.4.**

Answer inquiries from prisoners or about prisoners according to agency policy (including talking with family, other people authorized by adult prisoners, or other agencies).

**Training Objective Related to 3.4.**

A. Given a written or practical exercise, identify the information that an officer may provide to prisoners. (Criteria 3.4.5 – 3.4.8)

B. Given a written or practical exercise, identify the information that an officer may provide about prisoners. (Criteria 3.4.1 – 3.4.4)

**Criteria:** The trainee shall be tested on the following:

- 3.4.1. Type of charge
- 3.4.2. Location and bonding information
- 3.4.3. Court procedures
  - 3.4.3.1. Date and time of court appearances
  - 3.4.3.2. Bonding options
- 3.4.4. Location of magistrate
- 3.4.5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations
- 3.4.6. Information about facility policies in jail such as phone calls, etc.
- 3.4.7. Authorized items that inmate may receive
- 3.4.8. Visiting rules

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Type of charge
- 2. Location and bonding information
- 3. Court procedures
  - a. Date and time of court appearances
  - b. Bonding options
- 4. Location of magistrate
- 5. Information related to booking and classification for inmate including agency policy/inmate rules and regulations
- 6. Information about facility policies in jail such as phone calls, etc.
- 7. Authorized items that inmate may receive
- 8. Visiting rules

***Instructor Note:*** Advise trainees that they will need to identify department policy regarding information that may be given to the family of adult defendants as part of their department training.

**Performance Outcome 3.5.**

Calm emotionally upset individuals and communicate an emergency message.

### **Training Objective Related to 3.5.**

A. Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them or to communicate an emergency message.

**Criteria:** The trainee shall be tested on the following:

#### 3.5.1. Voice

##### 3.5.1.1. Volume

##### 3.5.1.2. Tone

##### 3.5.1.3. Control

#### 3.5.2. Body stances

3.5.3. Empathetic manner (emergency messages may involve notification of injury or death of a family member, or notifying a family of the serious injury or death of an inmate per agency policy)

3.5.4. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)

3.5.5. Notify supervisor and follow-up if necessary.

3.5.6. Document all proceedings, if necessary, and/or as agency policy and procedure require.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Facial expressions

2. Body stances

3. Eye contact

4. Voice

a. volume

b. tone

c. control

5. Language use

6. Empathetic manner (emergency messages may involve notification of injury or death of a family member; notification of injury or death of an inmate to a family member). Convey the content of the message in an appropriate manner even if the inmate does not respond appropriately.

7. Suggest resources for the inmate (chaplain, counseling services, mental health, etc.)

8. Notify supervisor and follow-up if necessary.

9. Document all proceedings, if necessary, and/or as agency policy and procedure require.

**Instructor Note:** Advise trainees that they will need to identify agency policy related to delivery of emergency messages.



**Performance Outcome 3.6.**

Use crisis communication techniques as appropriate (hostile/confrontational persons). Maintain calm and prevent a situation from becoming worse.

**Training Objectives Related to 3.6.**

A. Given a written or practical exercise, define negotiation, mediation and arbitration and identify or demonstrate the steps of each conflict management technique.

**Criteria:** The trainee shall be tested on the following:

- 3.6.1. Evaluation of the conflict or crisis scene
- 3.6.2. Maintaining officer safety precautions
- 3.6.3. Use of calming language
  - 3.6.3.1. Giving appropriate attention to hostile/confrontational person
  - 3.6.3.2. Transitioning to conflict resolution methods
- 3.6.4. Definition of negotiation, mediation, and arbitration.
- 3.6.5. Identifying the steps involved in each type of the above conflict management techniques.
- 3.6.6. Negotiating, mediating or arbitrating the conflict or crisis situation

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Evaluation of the conflict or crisis scene
- 2. Maintaining safety precautions
- 3. Use of calming language
  - A. Giving appropriate attention to hostile/confrontational person
  - B. Transitioning to conflict resolution methods
- 4. Definition of mediation, negotiation and arbitration.
  - A. Mediation is the process of using a neutral third party to serve as an intermediary or conciliator between persons or sides in order to bring about an agreement or resolve a dispute. The aim is to help disputants arrive at their own solution.
  - B. Negotiation is the process of conferring, discussing or bargaining to reach an agreement.
  - C. Arbitration is the process of using a third party or parties to hear both sides of a dispute and make a decision regarding settlement of the dispute.
- 5. The steps involved in each type of the above conflict management techniques.
  - A. Mediation
    - 1. Each person states his/her position briefly to the neutral third party (deputy/jail officer). They do not speak to each other directly until the mediator directs them to do so.

2. The deputy/jail officer elicits suggestions from the disputants as to how the problem may be solved. "There must be some way to solve this problem. Make a reasonable suggestion."
3. The deputy/jail officer checks each proposed solution with the other disputant until there is acceptance or compromise.
4. The deputy/jail officer should avoid criticizing offered solutions, even if he/she doesn't agree.
5. The deputy/jail officer summarizes the agreement that is reached.
6. The deputy/jail officer encourages the disputants to act on the solution and leave. In a jail setting, observe the parties periodically to see that they are keeping to the agreement.
7. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.

B. Negotiation – defined as parties involved in exchanging information to gain a benefit or resolve a dispute, crisis, etc. Should be used when mediation fails.

1. Each person states his/her position briefly.
2. Negotiator (deputy/jail officer) offers possible compromises to the disputants in a neutral, non-defensive way.
3. When compromise is reached, the deputy/jail officer summarizes the agreement for the parties involved and leaves. In a jail setting, the deputy/jail officer observes the parties periodically to see that they are keeping to the agreement.
4. The deputy/jail officer must communicate the agreement between the parties involved to other shifts.

C. Arbitration – defined as a third party who determines the solution to a dispute and imposes that solution on all parties involved.

1. This is a last resort technique.
2. Here the jail officer imposes a solution on the disputants based on knowledge of the subject matter and policies of the jail related to the type of dispute they are having.
  - a) The deputy/jail officer identifies the solution that will resolve the dispute at hand.
  - b) The jail/officer presents the options and consequences for not agreeing to resolve the dispute as directed.
  - c) The deputy jail/officer communicates his/her responsibility as a jail officer if the disputants do not follow directions.
  - d) The deputy/jail officer relates any applicable laws and/or policies and consequences of continued acts that break either of these.
  - e) The deputy/jail officer explains clearly that the parties must comply with the law or policies or suffer the consequences.

D. Referral - this can be combined with any of the other techniques. The deputy/jail officer identifies services that may be able to help the disputants (counseling, chaplain, etc.).

## 6. Negotiating, mediating or arbitrating the conflict or crisis situation

- A. Identify that no physical violence has taken place. If physical violence has taken place follow policy and procedures for the type of crime committed.
- B. Maintain all safety precautions. Back up arriving on scene must not disrupt efforts of first deputy or jail officer, but should take direction and support the first deputy jail officer. Primary goal is to keep the peace and not let parties become physically violent.
- C. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking. (This is part of mediation.) They will be stating their positions but doing it through you. You will follow the steps outlined for mediation.
- D. If you perceive the parties are too agitated, take each to a different area (the first deputy/jail officer and a backup officer need to work together to do this). This will be a negotiation.
- E. Each officer must listen carefully to the explanation by each party separately to identify what their common interest is. Ask them to identify some alternatives to which both might agree. Officers should confer before reuniting the parties.
- F. Bring the parties back together to discuss alternatives that may resolve the dispute. They must come to an agreement on the alternative for resolving their dispute. You will summarize this and tell them they will be observed for complying with this choice.
- G. Recognize when mediation or negotiation conflict management techniques will not produce the desired result. Serve as an arbitrator in this case and make the decision for the parties following agency policy for uncooperative inmates.
- H. If conflict management techniques are producing the desired result, advise the parties they can return to their normal routine.

### **Performance Outcome 3.7.**

Stop or intervene with persons attempting to commit suicide.

### **Training Objective Related to 3.7.**

A. Given a written, audio-visual, or practical exercise, identify factors to consider when communicating with persons who threaten to commit suicide.

**Criteria:** The trainee shall be tested on the following:

- 3.7.1. Notify supervisor and request appropriate resources
- 3.7.2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards
  - 3.7.2.1. Try to calm down the person
  - 3.7.2.2. Try to identify problems
  - 3.7.2.3. Try to delay person as much as possible
  - 3.7.2.4. Suggest resources for the person to help solve the problems

- 3.7.3. Document all proceedings
- 3.7.4. Identify types of inmates that may be suicide risks in jails.
- 3.7.5. Identify pre-disposing factors that may have occurred with the inmate that may contribute to suicide.
- 3.7.6. Identify factors of the jail environment that may have an impact on suicidal behavior.
- 3.7.7. Identify signs and symptoms that a potentially suicidal inmate may exhibit.
- 3.7.8. Identify common methods that inmates use in jail suicide attempts.
- 3.7.9. Identify the benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Notify supervisor and request appropriate resources
2. Maintain a safe position while communicating with person and observe for weapons and need for universal precautions in case of biohazards
  - a. Try to calm down the person
  - b. Try to identify problems
  - c. Try to intervene with person as much as possible
  - d. Suggest resources for the person to help solve the problems
3. Document all proceedings
4. Discuss suicide prevention including the following:
  - a. Types of inmates that may be suicide risks in jails.
  - b. Pre-disposing factors that may have occurred with the inmate that may contribute to suicide.
  - c. Factors of the jail environment that may have an impact on suicidal behavior.
  - d. Signs and symptoms that a potentially suicidal inmate may exhibit.
  - e. Common methods that inmates use in jail suicide attempts.
  - f. The benefits of intake screening and classification in preventing suicides and/or identifying potential suicidal inmates.
5. Using a case scenario, identify policy and procedures helpful in preventing suicide.

***Instructor Note:*** Ask if trainees have been instructed on biohazards and if not, define biohazards and what might be present at a suicide attempt.

### **Performance Outcome 3.8.**

Write reports.

### **Training Objective Related to 3.8.**

A. Given a practical exercise depicting a jail incident, write a report.

**Criteria:** The trainee shall be tested on the following:

- 3.8.1. Type of offense (What)
- 3.8.2. Subject(s) information and description (Who)
- 3.8.3. Victim(s) information and description (Who)
- 3.8.4. Date/time of incident/ location (When and where)
- 3.8.5. Circumstances surrounding the incident (What and How)
- 3.8.6. Complainant/reporting party information (What and Why)
- 3.8.7. Witness(es) information (What and Why)
- 3.8.8. Action taken.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Types of reports used in a jail.
  - a. Logs
  - b. Forms
  - c. Incident reports
  - d. Memoranda
  - e. Letters
2. Write an incident report to include the following:
  - a. Basic data
    - (1). name(s)
    - (2). inmate number
    - (3). cell number
    - (4). date/time of day
  - b. Proper use of grammar
  - c. Accurate statements of facts to include quotes.
    - (1). Exculpatory statements
    - (2). Inculpatory statements
  - d. Complete and detailed representation of facts
  - e. Impartial, clear and concise language
3. Review the report to verify that answers to the questions who, what, where, when, why and how are included in the report.

***Instructor Note: Emphasize to class that all written reports may be subpoenaed to court. It is critical to document in writing all factors related to an incident and present these in a professional manner that anyone can read and understand.***

### **Performance Outcome 3.9.**

Prepare written reports to record injuries to inmates, an officer, and an employee or a civilian.

### **Training Objective 3.9.**

A. Given a written or practical exercise, prepare a written report to document injuries to an inmate, an officer, and an employee or a civilian.

**Criteria:** The trainee shall be tested on the following:

- 3.9.1. Documenting need for medical treatment in general.
- 3.9.2. Documenting need for psychiatric treatment.
- 3.9.3. Documenting need for treatment after chemical or pepper spray.
- 3.9.4. Documenting need for treatment after use of force.
- 3.9.5. Documenting need for treatment after inmate confrontation or fight.
  - 3.9.5.1. Question the staff in regards to the injury.
  - 3.9.5.2. Question the injured inmate.
  - 3.9.5.3. Question other inmates in regards to the injury.
  - 3.9.5.4. Perform a safety inspection in accordance with established policies.
  - 3.9.5.5. Document the information on appropriate forms.
- 3.9.6. Complete a written report documenting injuries for general medical treatment of an inmate, an officer, and an employee or a civilian.
- 3.9.7. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Need for medical treatment in general, after use of force, or after an inmate confrontation or fight.
  - a. Observe, identify and document any injuries
    - (1). top down review
    - (2). front and back review
    - (3). photograph if possible
    - (4). transport to hospital if necessary or medical unit as appropriate
    - (5). identify source of injury (weapons, etc.)
    - (6). extent/seriousness of injury

- (7). location on body
  - (8). identify all parties involved
  - (9). if and how the inmate was treated
  - (10). inquire about non-visible injuries (eyes, ears, elsewhere)
  - (11). o.c. spray use – note specifically where on the body the inmate was sprayed
  - b. Document circumstances surrounding the injuries and indicate if a justifiable use of force was necessary.
2. Need for psychiatric treatment
    - a. Observe for abnormal behaviors that may suggest mental health concerns
    - b. Document the behaviors and communicate this information to other appropriate individuals who will interact with inmate.
  3. Need for treatment after chemical or pepper spray
    - a. Observe for reactions to chemical or pepper spray.
    - b. Treat for chemical or pepper spray reactions according to manufacturer's instructions.
    - c. Document circumstances surrounding the use of a spray and reasons this level of force was necessary.
  4. Complete a written report documenting injuries for general medical treatment for an inmate, an officer, and an employee or a civilian.
    - a. Question the staff in regards to the injury.
    - b. Question the injured inmate.
    - c. Question other inmates in regards to the injury.
    - d. Perform a safety inspection in accordance with established policies.
    - e. Document the information on appropriate forms.
  5. Identify the procedure to ensure that documentation is provided to supervisor/administrator regarding staff injuries per agency policy.

***Instructor Note: A separate form (Employer's First Report of Accident) MUST be completed related to injuries that occur to officers or employees promptly after the accident occurs. Delayed reporting of an injury may result in failure to qualify for worker's compensation.***

### **Performance Outcome 3.10.**

Prepare for court testimony and testify in court; in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; at probable cause hearings.

#### **Training Objective Related to 3.10.**

- A. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.

B. Given a practical exercise, prepare for and demonstrate courtroom testimony

**Criteria:** The trainee shall be tested on the following:

3.10.1. Preparation for court testimony in general:

3.10.1.1. Review notes and reports

3.10.1.2. Consult Commonwealth or City Attorney if necessary

3.10.1.3. Review physical evidence and lab results

3.10.1.4. Ensure professional appearance

3.10.1.5. Formulate and articulate the facts of an inmate assault court case

3.10.2. Preparation for testimony at a probable cause hearing:

3.10.2.1. Officer appears before a judge, magistrate or clerk of the court

3.10.2.2. Officer identifies suspect

3.10.2.3. Officer describes facts and circumstances that lead one to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit

3.10.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court

3.10.3. Demonstrate courtroom testimony.

**Lesson Plan Guide:** The lesson plan shall include the following:

**Related to general court testimony:**

1. Knowledge of law relating to testimony, probable cause, and arrest.
2. Knowledge of facts of the case (confer with prosecutor as needed)
3. Review written notes and reports
  - a. Officer may not read notes into court testimony, but only refer to them
  - b. Time between an incident/offense and court reduces the accuracy of memory
  - c. Accurate presentation of evidence in court is critical for convictions
4. Review physical evidence and lab results
5. Prepare mentally (present facts not make judgments)
6. Prepare to use calm and professional demeanor
7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate and objective in testimony



**Related to probable cause hearings:**

1. Knowledge of law relating to probable cause
  - a. Definition
  - b. Who can issue a warrant
    - (1). magistrate
    - (2). judge
    - (3). clerk of the court
  - c. Elements of probable cause
    - (1). physical evidence
    - (2). witness testimony
    - (3). close proximity
    - (4). possession of a stolen item
    - (5). time between event and apprehension or recovery of property
    - (6). admission/confession/incriminating statements
2. Knowledge of Virginia Code §[19.2-72](#)
3. Knowledge of facts of the case
  - a. Date and time of the incident
  - b. Articulate facts supporting probable cause that an offense was committed
4. Written notes (reference only)
5. Prepare mentally (testify to the probable cause, do not demand a warrant)
6. Prepare to use calm and professional demeanor
7. Prepare to use good English skills
8. Be aware of body language
9. Use clear and calm voice tone in speech
10. Be truthful, accurate, and objective in testimony
11. Provide accurate and complete affidavit to conclude testimony

**Performance Outcome 3.11.**

Verbally communicate with people with different levels of understanding.

**Training Objective Related to 3.11.**

A. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding

**Criteria:** The trainee shall be tested on the following:

- 3.11.1. Identify audiences that may need the officer to adjust manner of communication
- 3.11.2. Identify adjustments that may be needed when communicating with various audiences.
  - 3.11.2.1. Persons under the influence of alcohol or drugs
  - 3.11.2.2. Culturally diverse people
  - 3.11.2.3. Persons with mental disabilities
  - 3.11.2.4. Person's suffering from dementia including Alzheimer's Disease

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Identify reasons to consistently use professional language and plain speaking
- 2. Identify audiences that may need the officer to adjust manner of communication
  - a. Juveniles of various ages
    - 1). Ways to respond to questions with age appropriate answers
      - (a). Be honest but use language the juvenile is most likely to comprehend.
      - (b). Emphasize the positive in whatever the juvenile is discussing, if possible.
  - b. Generational differences (person in a generation different from the deputy/jail officer)
  - c. Culturally diverse people
    - 1). Determine language person speaks, if not English (if possible); obtain services of an interpreter, if possible.
    - 2). Choose a quiet environment or setting to speak, if possible
    - 3). Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood; do **NOT** use derogatory terms or language.
    - 4). Choose a rate of speech helpful to the recipient
    - 5). Use body language or gestures that enhance verbal communication
    - 6). Pronounce words clearly and accurately
    - 7). Encourage recipient to ask questions for clarification
  - d. Educated people
  - e. Uneducated people
  - f. Mentally disabled people
  - g. Emotionally upset people
  - h. Physically disabled or elderly person with mobility problem
    - (1). Ask if you may be of assistance
    - (2). Ask the person the best way to assist them (if appropriate)

- (3). Be aware of hearing impairments
  - i. Homeless people
- 3. Identify adjustments that may be needed when communicating with various audiences.
  - a. voice tone
  - b. language use/simplification
  - c. body stances/gestures
  - d. cultural awareness
    - (1). identify the variety of cultures living in jurisdiction
    - (2). identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of an inmate
    - (3). Identify resources to assist with language translation for the variety of cultures in the jurisdiction.
  - e. facial expressions
  - f. eye contact
  - g. local customs
- 4. Identify conversation that helps to promote the positive services of jails.
- 5. Specific audiences that may require a deputy/jail officer to adjust manner of communication.
  - a. Persons who are intellectually challenged
  - b. Persons with mental illness
  - c. Persons suffering from dementia including Alzheimer's Disease (AD).
    - 1). Identify physical, mental, behavioral symptoms and consequences of AD
    - 2). Identify situations where a person with AD may be encountered.
    - 3). Identify specific intervention techniques for managing the person with AD.
    - 4). Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.
- 6. Cultural awareness knowledge that may assist in adjusting communication with audiences.
  - a. Define culture and cultural groupings.
  - b. Define ethnicity and ethnic groups.
  - c. Identify the variety of cultures living in jurisdiction.
  - d. Identify the variety of cultures whose members may visit or travel through the jurisdiction.
  - e. Define ethnocentrism.
  - f. Define stereotype.

- g. Identify the particular considerations of the cultures with which it will help a deputy/jail officer to be familiar in order to conduct an interview of an inmate.
- h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.

### **Performance Outcome 3.12.**

Manage stress professionally.

### **Training Objective Related to 3.12.**

A. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.

**Criteria:** The trainee shall be tested on the following:

- 3.12.1. Define crisis, victim and stress.
- 3.12.2. Identify three stages of stress reactions.
- 3.12.3. Identify common characteristics of stress.
- 3.12.4. Identify methods of handling stress.

**Lesson Plan Guide:** The lesson plan shall include the following:

#### 1. Define crisis, victim and stress.

- a. Crisis – a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.
- b. Victim – a person who is harmed by or suffers a loss through some act, condition, or circumstance.
- c. Stress is the body's non-specific response to any demand placed on it. (Hans Seyle, M.D.)

*Individuals should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?*

#### 2. Coping with crisis (stress reactions)

- a. Five general coping behaviors
  - 1). Cognitive strategies (thinking ahead or pre-planning how you would act if faced with a certain situation)
  - 2). Verbal strategies (talking your way out of a situation)
  - 3). Physical strategies (fight or flight)
  - 4). Psychological defense (fight or flight)
  - 5). Physiological reaction (numerous possibilities – crying, red face, clenched teeth or fists, etc.)
- b. Six observable coping strategies exhibited by victims

- 1). High anxiety (emotional state at crisis impact)
- 2). Denial (can't believe it's happening)
- 3). Anger (upset because they did not deserve this)
- 4). Remorse (feeling of guilt. . .could have possibly prevented it "if only I had not. . .")
- 5). Grief (abject sadness, helplessness, and hopelessness felt by victim)
- 6). Reconciliation – After working through grief the desire to "put it behind" and go on with life.

3. Identify three stages of stress reactions.

a. The alarm stage. This occurs when the body reacts to the stressor with a physical reaction. These include the following:

- 1). Increased breathing rate
- 2). Increased heart rate
- 3). Increased metabolism rate
- 4). Increased oxygen in the blood
- 5). Increased sugar in the blood
- 6). Increased serum lipids
- 7). Increased serum cholesterol
- 8). Increased blood flow to the muscles
- 9). Increased clotting mechanism of the blood
- 10). Decreased digestion
- 11). Decreased inflammatory response
- 12). Decreased immune response

b. The resistance stage: This occurs after the stressor is gone and the body works to repair the damage caused by stress.

c. The exhaustion stage: This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.

4. Identify common characteristics of stress.

- a. Mental or physical tension
- b. Sense of pressure or urgency

5. Identify methods of handling stress.

a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done

periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.

b. Communicate with co-workers or loved ones about the stress of a work day. Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.

c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.

d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.

e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.

f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.

g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.

h. Use mental imagery. You can create a special, quiet place in your mind that will help you manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.

i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.

j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.

k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.

6. Identify resources that may be available to staff to help manage stress.

a. Doctors

b. Faith base services

c. Community Services Board

d. Support services

## **JAIL OPERATIONS**

**Performance Outcome 4.1.**

Commit a prisoner to a jail.

**Training Objective Related to 4.1.**

A. Given a written or practical exercise, identify the steps required to commit a prisoner into a jail.

**Criteria:** The trainee shall be tested on the following:

4.1.1. Conduct a full search of inmate for weapons and contraband and document chain of custody for evidence.

4.1.2. Summon medical staff for body cavity search, if needed.

4.1.3. Examine the physical condition of the prisoner to determine the need for medical attention

4.1.4. Process forms to determine a legal commitment to the jail.

4.1.4.1. Commitment order from magistrate or court

4.1.4.2. Parole Board warrant / PO Signature

4.1.4.3 Governor Warrant from Virginia

4.1.4.4. Federal Form 41

4.1.4.5. Bond revocation/surety capias (bonding company/bondsman)

4.1.5 Verify the inmate's identity through warrant, prior commitments and personal documents as applicable.

4.1.6. Review appropriate inmate records as applicable

4.1.6.1. Inmate Data Base at the Jail.

4.1.6.2. Committal records from Court or Magistrate.

4.1.6.3. VCIN/NCIC Printouts.

4.1.6.4. Local Inmate Data System DNA Databank, if available.

4.1.6.5. Current or prior arrest warrants.

4.1.6.6. Sentencing Orders from the court

4.1.6.7. Detainers from other jurisdictions.

4.1.7. Inventory and issue personal property receipt/securing property as required by local policy.

4.1.8. Identify high risk inmates such as medical, mental, suicidal and violent/disruptive.

4.1.9. Maintain formal log of initial inmate calls in accordance with policy.

4.1.10. Issue and review jail rules to ensure inmate's understanding to include phone calls, medical care, co-pays and attorney visits.

4.1.11. Question inmate regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought by prisoner. Notify medical

staff of medical information and medication brought in by prisoner.

#### 4.1.12. Detainers

##### 4.1.12.1. Definition

##### 4.1.12.2. Requirements

4.1.13. Serve or execute return of service on any court documents arriving after inmate is incarcerated.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Conduct a full search of inmate for weapons and contraband and document chain of custody for evidence.
2. Summon medical staff for body cavity search, if needed.
3. Examine the physical condition of the inmate to determine the need for medical attention.
4. Process forms to determine a legal commitment to the jail.
  - a. Commitment order from magistrate or court
  - b. Parole Board warrant / PO Signature
  - c. Governor Warrant from Virginia
  - d. Federal Form 41
  - e. Bond revocation/surety capias (bonding company/bondsman)
5. Verify the inmate's identity through warrant, prior commitments and personal documents as applicable.
6. Review appropriate inmate records.
7. Inventory and issue personal property receipt/securing property as required by department policy.
8. Identify high risk inmates such as medical, mental, suicidal, and violent/disruptive.
9. Maintain formal log of initial inmate calls in accordance with policy.
10. Issue and review jail rules in order to ensure inmate's understanding.
11. Question inmate regarding the existence of illnesses, injuries and medications and secure both prescription and non-prescription medicine brought by inmate. Notify medical staff of medical information and medication brought in by inmate.
12. Detainers
  - a. Definition
  - b. Requirements
    - (1). In-state
    - (2). Out-of-state
    - (3). Federal



## (4). Other

(a). Teletype

(b). Fax

(c). Electronic transmittal (printable document)

13. Serve or execute return of service on any court documents arriving after person is incarcerated.

***Instructor Note: VCIN/NCIC Check to be conducted upon commitment or release depending on department policy.***

**Performance Outcome 4.2.**

Supervise an inmate within a jail according to classification criteria.

**Training Objective Related to 4.2.**

A. Given a written or practical exercise, identify the steps required to properly supervise an inmate within the jail according to classification criteria.

**Criteria:** The trainee shall be tested on the following:

4.2.1. Supervision of inmate activities and programs.

4.2.2. Completion of an objective jail classification exercise.

4.2.3. Document concern for potential behavioral problem by inmate.

4.2.4. Requirements for service as a member of a disciplinary hearing/ adjustment board.

4.2.5. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.

4.2.6. Operational elements of canteen operation.

4.2.7. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Supervision of inmate activities and programs.

2. Completion of an objective jail classification exercise.

3. Documentation of concern for potential behavioral problems by inmate.

4. Requirements for service as a member of a disciplinary hearing/ adjustment board.

5. Orientation of inmates on facility rules and regulations and the penalties for non-compliance.

6. Operational elements of canteen operation.

7. Procedures for receiving, securing and disbursing funds from inmate's personal account according to law.

**Performance Outcome 4.3.**

Monitor visitors and inmates.

**Training Objective Related to 4.3.**

A. Given a written and/or practical exercise, identify methods for monitoring visitors and inmates to ensure prevention of contraband entering the facility during visits.

**Criteria:** The trainee shall be tested on the following:

4.3.1. Identify methods for monitoring visitors and inmates.

4.3.1.1. Personal observation

4.3.1.2. Electronic surveillance

4.3.2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate.

4.3.2.1. Body language that appears to be secretive

4.3.2.2. The way a person speaks

4.3.2.3. Inappropriate dress

4.3.2.4. Inappropriate packages or luggage

4.3.2.5. Uncooperative, agitated, nervous, or very demanding persons

4.3.2.6. Attempts to go into unauthorized areas (may be a diversionary tactic)

4.3.2.7. Potential for the visitor to be under the influence of alcohol/drugs

4.3.3. Identify methods to prevent passage of contraband between visitors and inmates.

4.3.3.1. Search property left for inmates

4.3.3.2. Inventory property left for inmates

4.3.3.3. Inspect/search all areas and containers of any type used by visitors before inmates remove these

4.3.3.4. Confiscate contraband if found

4.3.4. Inspect perimeter of jail after visitation for items that may be dropped.

4.3.5. Search any unattended packages.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify methods for monitoring visitors and inmates.

a. Personal observation

b. Electronic surveillance

2. Identify behavior that may be questionable and lead to attempted passage of contraband to an inmate.

a. Body language that appears to be secretive

- b. The way a person speaks
  - c. Inappropriate dress
  - d. Inappropriate packages or luggage
  - e. Uncooperative, agitated, nervous, or very demanding persons
  - f. Attempts to go into unauthorized areas (may be a diversionary tactic)
  - g. Potential for the visitor to be under the influence of alcohol/drugs
3. Identify methods to prevent passage of contraband between visitors and inmates.
- a. Search property left for inmates
  - b. Inventory property left for inmates
  - c. Inspect/search all areas and containers of any type used by visitors before inmates remove these
  - d. Confiscate contraband if found
4. Inspect perimeter of jail after visitation for items that may be dropped.
5. Search any unattended packages.

#### **Performance Outcome 4.4.**

Observe and supervise inmates within and outside of a jail.

#### **Training Objective Related to 4.4.**

- A. Given a written or practical exercise, identify the steps required to supervise and observe inmates in a jail.
- B. Given a written or practical exercise, identify the steps required to observe and supervise inmates outside of a jail.

**Criteria:** The trainee shall be tested on the following:

- 4.4.1. Observe inmate's behavior and conduct interviews to recognize/determine deception, deceit, and manipulation.
- 4.4.2. Observe inmate for signs of drug, alcohol or other substances.
- 4.4.3. Identify abnormal and/or suspicious behavior of an inmate.
- 4.4.4. Identify inmates who are afraid of being victims of an assault and/or manipulation.
- 4.4.5 Observe inmate after violent confrontation to assess medical condition.
- 4.4.6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls.
- 4.4.7. Observe/monitor inmates on suicide watch.
- 4.4.8. Identify group agitators and threat groups among inmates.

- 4.4.9. Verify the authorization of inmate movement within the facility.
- 4.4.10. Supervise cleaning details and inmate workers.
- 4.4.11. Supervise inmates and inmate activities.
- 4.4.12. Attend to the special needs of inmates.
- 4.4.13. Verbally reprimand inmates for rules violations.
- 4.4.14. Provide for inmate privileges according to the Minimum Standards for Local Jails and Lockups.
- 4.4.15. Take away inmate privileges as a method of discipline.
- 4.4.16. Patrol housing unit, secured areas and perimeters.
- 4.4.17. Inspect facility to ensure that sanitary conditions are maintained.
- 4.4.18. Conduct irregularly timed security inspections.
- 4.4.19. Supervise inmates outside of the facility and maintain security post at hospital if inmate is hospitalized.
- 4.4.20. Supervise juveniles according to law.
- 4.4.21. Direct inmates in the event of an emergency or in a disaster drill.
- 4.4.22. Conduct head counts and record in designated areas.
- 4.4.23. Supervise food service and control of dishes, beverage containers, and utensils.
- 4.4.24. Take custody of and record lost or found property.
- 4.4.25. Initiate contact with employers on the status of work release inmates.
- 4.4.26. Regulate accumulation of items in inmate's housing unit.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Observe inmate's behavior and conduct interviews to recognize/determine deception, deceit and manipulation.
2. Observe inmate for signs of drug, alcohol or other substances.
3. Identify abnormal and/or suspicious behavior of an inmate.
4. Identify inmates who are afraid of being victims of an assault and/or manipulation.
5. Observe inmate after violent confrontation to assess medical condition.
6. Monitor high risk inmates and/or inmates with health problems and provide access to sick calls.
7. Receive and follow instructions from medical staff about an inmate's medical condition.
8. Observe/monitor inmates on suicide watch.
9. Identify group agitators and threat groups among inmates.
  - a. Threat groups

- (1). Religious based
  - (2). Ethnic gangs
  - (3). Other gangs
- b. Tattoos/markings
- c. Signs (hand/body positions)
- d. Initiation practices
- e. Structured style of dress (colors, clothing type, headgear, location of clothing – right or left)
10. Identify and confiscate dangerous items in the inmates' possession.
11. Investigate complaints from inmates.
12. Verify the authorization of inmate movement within the facility.
13. Supervise cleaning details and inmate workers.
14. Supervise inmates and inmate activities.
15. Attend to the special needs of inmates and assist disabled inmates.
16. Verbally reprimand inmates for rules violations.
17. Provide for inmate privileges according to the Minimum Standards for Local Jails and Lockups.
18. Take away inmate privileges as a method of discipline.
19. Patrol housing unit, secured areas and perimeters.
20. Inspect facility to ensure that sanitary conditions are maintained.
21. Conduct irregularly timed security inspections.
22. Supervise inmates outside of the facility and maintain security post at hospital if inmate is hospitalized.
23. Supervise juveniles according to law and agency policy.
24. Direct inmates in the event of an emergency or in a disaster drill.
  - a. Fire
  - b. Disaster (flood, hurricane, tornado)
  - c. Hostage situations, riot or other disturbances
  - d. Chemical agents
  - e. Escape
  - f. Mass arrests
25. Conduct head counts and record in designated areas.
26. Supervise food service, control of dishes, beverage containers and utensils.
27. Take custody of and record lost or found property.

28. Initiate contact with employers on the status of work release inmates.
29. Regulate accumulation of items in inmate's housing unit.

### **Performance Outcome 4.5.**

Transfer and/or release an inmate from a jail.

### **Training Objective Related to 4.5.**

A. Given a written or practical exercise, identify the steps required to perform the transfer and/or release of an inmate from a jail.

**Criteria:** The trainee shall be tested on the following:

- 4.5.1. Return inmate personal property as required by local policy.
- 4.5.2. Collect linen, bedding and jail clothing.
- 4.5.3. Ensure that a VCIN/NCIC check for wants and warrants is conducted prior to transfer and/or release.
- 4.5.4. Check to ensure the release is legal and within agency policy.
- 4.5.5. Verify release document
  - 4.5.5.1. Release order from court/magistrate
  - 4.5.5.2. Disposition from court; verify time computation/sentence served.
  - 4.5.5.3. Parole Board warrant pulled by Probation Officer or action of parole board to release.
  - 4.5.5.4. Detainers (cross reference 4.1.12)
- 4.5.6. Ensure that the documentation package needed to transfer an inmate is given to the transportation officer.
- 4.5.7. Verify the identity of an inmate by comparing the photograph of the inmate to the inmate, if applicable.
- 4.5.8. Notify an agency holding a warrant/detainer on an inmate regarding transfer or release.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Return inmate personal property as required by local policy.
2. Collect linen, bedding and jail clothing.
3. Ensure that a VCIN/NCIC check for wants and warrants is conducted prior to transfer and/or release.
4. Check to ensure the release is legal and within agency policy.
5. Verify release document
  - A. Release order from court/magistrate

- B. Disposition from court; verify time computation/sentence served.
  - C. Parole Board warrant pulled by Probation Officer or action of parole board to release.
  - D. Detainers (cross reference 4.1.13)
6. Ensure that the documentation package needed to transfer an inmate is given to the transportation officer.
  7. Verify the identity of an inmate by comparing the photograph of the inmate to the inmate, if applicable.
  8. Notify an agency holding a warrant/detainer on an inmate regarding transfer or release.

### **Performance Outcome 4.6.**

Protect inmates as needed and control violent or unruly inmates.

### **Training Objective 4.6.**

- A. Given a written exercise, identify the procedures to be followed to protect inmates who feel threatened and/or have been assaulted.
- B. Given a written exercise, identify the steps needed to request assistance or to provide backup assistance to control violent inmates in accordance with officer safety procedures.

**Criteria:** The trainee shall be tested on the following:

- 4.6.1. Identify procedures to provide protection to inmates who feel threatened and/or have been assaulted.
- 4.6.2. Identify the steps needed to request assistance or provide assistance (backup) to control violent or unruly inmates in accordance with officer safety procedures.
- 4.6.3. Identify methods to secure the scene when a critical incident has occurred.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify procedures to provide protection to inmates who feel threatened and/or have been assaulted.
2. Identify the steps needed to request assistance to control violent or unruly inmates in accordance with officer safety procedures.
3. Identify methods to secure the scene when a critical incident has occurred.

### **Performance Outcome 4.7.**

Respond to injuries to inmates and administer cardio-pulmonary resuscitation (CPR) and basic first aid, if needed.

### **Training Objectives Related to 4.7.**

- A. Successfully complete an approved course for cardio-pulmonary resuscitation (CPR).

- B. Successfully complete an approved course for basic first aid.
- C. Demonstrate ability to assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.
- D. Successfully complete an approved course for using an automatic external defibrillator (AED).
- E. Respond to a medical emergency/injury to an inmate.

**Criteria:** The trainee shall be tested on the following:

- 4.7.1. Testing provided by approved CPR course provider
- 4.7.2. Testing provided by approved basic first aid provider
- 4.7.3. Assisting a person to prevent falling, move the person to a place of safety if needed, and support the person to a safe position.
- 4.7.4. Testing provided by an approved automatic external defibrillator (AED) course provider.
- 4.7.5. Respond to a medical emergency/injury to an inmate.
  - 4.7.5.1. Approach emergency site carefully in case of deception.
  - 4.7.5.2. Assess the emergency/injury.
  - 4.7.5.3. Render first aid/CPR according to approved practices.
  - 4.7.5.4. Transfer the inmate to medical services.
  - 4.7.5.5. Follow universal precautions

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. An approved course for cardio-pulmonary resuscitation.
- 2. An approved course for basic first aid that covers the following at a minimum:
- 3. Assist a person to prevent falling, move the person to a place of safety and support the person to a safe position.
  - a. Protecting head and shoulders of person to the extent possible
  - b. Use of upper body strength
  - c. Use of base strength (hip and legs)
  - d. Use of torso/trunk strength (back and abdomen)
- 4. An approved course for using an automatic external defibrillator (AED).
- 5. Respond to a medical emergency/injury to an inmate.
  - a. Approach emergency site carefully in case of deception.
  - b. Assess the emergency/injury.
  - c. Render first aid/CPR according to approved practices.
  - d. Transfer the inmate to medical services.



- e. Follow universal precautions

***Instructor Note: Approving entities for First Aid/CPR instruction include the American Heart Association, American Red Cross, Virginia Department of Health, National Safety Council, or a program approved by the Operational Medical Director of a local Emergency Medical Services (EMS) provider.***

## **INVESTIGATIONS**

### **Performance Outcome 5.1.**

Investigate complaints from inmates.

#### **Training Objective Related to 5.1.**

A. Given a written or practical exercise, identify the steps to investigate complaints from inmates.

**Criteria:** The trainee shall be tested on the following

- 5.1.1. Review written or verbal complaints received from inmates
- 5.1.2. Research complaints from inmates
  - 5.1.2.1. Review policy in reference to the type of complaints.
  - 5.1.2.2. Interview inmates making the complaints.
  - 5.1.2.3. If necessary, take complaint to a supervisor.
- 5.1.3. Provide information to the inmate in accordance with agency policy.
- 5.1.4. Document the response to the written requests or grievances of inmates.
  - 5.1.4.1. Make note in the daily log of response to inmate complaint or write on separate form and place in inmate file.
  - 5.1.4.2. Include inmate name, response to complaint, your name, date and time of response, and inmate reaction to response (acceptance, argumentative, etc.)

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Review written or verbal complaints received from inmates
- 2. Research complaints from inmates
  - a. Review policy in reference to the type of complaints.
  - b. Interview inmates making the complaints.
  - c. If necessary, take complaint to a supervisor.
- 3. Provide information to the inmate in accordance with agency policy and Board of Corrections Minimum Standards for Jails and Lockups, if applicable.
- 4. Document the response to the written requests or grievances of inmates.
  - a. Make note in the daily log of response to inmate complaint or write on separate form and

place in inmate file.

b. Include inmate name, response to complaint, your name, date and time of response, and inmate reaction to response (acceptance, argumentative, etc.)

***Instructor Note: Advise trainees that they must identify their agency's policy on providing information/forms to inmates upon return to their agency.***

## **Performance Outcome 5.2**

Use structured problem solving method to identify and alleviate the causes of problems within the jail.

### **Training Objective Related to 5.2**

A. Given a written or practical exercise, the trainee will use structured problem solving method to identify and alleviate the causes of problems within the jail setting.

**Criteria:** The trainee shall be tested on the following:

5.2.1. Use structured problem solving methods to identify causes of jail problems.

5.2.1.1. Functional approach

5.2.1.2. Analytical approach

5.2.2. Ways to address or alleviate causes of jail problems.

5.2.2.1. Immediately notify supervisor of any physical/structural damage to facility.

5.2.2.2. Notify the maintenance department or supervisor in accordance with policy to report problems and make repairs as necessary.

5.2.2.3. Relocate inmates to other housing pods/units/cells to alleviate medical problems, overcrowding or deal with disruptive inmates and report same to supervisor.

5.2.2.4. Use medical services to solve inmate mental/physical health issues, e.g. suspected contagious diseases.

5.2.2.5. Use force as required and in accordance with policy to maintain control of the inmates.

5.2.2.6. Request a mental health evaluation for inmate.

5.2.2.6.1. Notify supervisor of abnormal behavior observed.

5.2.2.6.2. Follow policy to have inmate transferred to mental health facility.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Use structured problem solving methods to identify causes of jail problems.

a. Functional approach requires deputy/jail officer to identify type of problem based on whether or not either a physical item in the jail is or is not working properly.

(1). Includes physical/structural problems of the jail, e.g., water leakage after heavy rain, etc.

(2). Includes maintenance/mechanical problems of the jail, e.g., lights out, plumbing stuck, etc.

(3). Any other type of problem the instructor may use to illustrate this approach.

b. Analytical approach requires deputy/jail officer to identify type of problem based on whether or not an individual or program is functioning properly.

(1). Includes overcrowding in cell blocks.

(2). Includes behavioral problems with inmates.

(3). Includes mental/physical health issues with inmates.

(4). Any other type of problem the instructor may use to illustrate this approach.

## 2. Ways to alleviate causes of jail problems.

a. Notify supervisor of any physical/structural damage to facility.

b. Notify the maintenance department in accordance with department policy to make repairs.

c. Move inmates to other housing to alleviate medical problems, overcrowding, or deal with disruptive inmates.

d. Use of medical services to solve inmate mental/physical health issues, e.g. suspected contagious diseases.

e. Use force in accordance with policy to maintain control of the inmates.

f. Request a mental health evaluation for inmate.

(1). Notify supervisor of abnormal behavior observed.

(2). Follow policy to have inmate transferred to mental health facility.

### **Performance Outcome 5.3**

Observe individual to recognize signs of abnormal behavior/mental illness.

#### **Training Objective Related to 5.3**

Given a written or practical exercise, the trainee will recognize signs of abnormal behavior/ mental illness.

A. Identify behaviors that may indicate possible mental illness or other maladaptive and/or dangerous speech or actions that require deputy/jail officer intervention.

B. Identify behaviors that may indicate possible dementia or Alzheimer's Disease that may require deputy/jail officer intervention.

C. Identify procedure to take into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

**Criteria:** The trainee shall be tested on the following:

5.3.1. Signs of abnormal behavior or dementia/Alzheimer's disease of an inmate.

5.3.1.1. Abnormal behaviors and physical signs that may be observed by deputy/jail officer.

5.3.1.2. Possible danger to officer from inmate behaving abnormally.

5.3.1.3. Appropriate action to be taken related to abnormal behavior observed.

5.3.1.4. Communication to jail staff of any statements or behavioral observations that indicate danger to the inmate or others.

5.3.2. Identify procedure to take into involuntary custody a person displaying behavior that gives the deputy/jail officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

5.3.2.1. Identify and be able to articulate conditions that assist mental health evaluators in obtaining an emergency custody order.

5.3.2.2. Identify and be able to articulate conditions for a temporary detention order.

5.3.2.3. Identify procedures for obtaining an emergency custody order or temporary detention order.

5.3.3. Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Examples of abnormal behaviors or dementia/Alzheimer's Disease of an inmate.

a. Disorders commonly responsible for abnormal behavior:

- (1). Bipolar disorder
- (2). Schizophrenic
- (3). Severely depresses
- (4). Suicidal tendencies
- (5). Alzheimer's/dementia
- (6). Autism
- (7). Mental retardation

b. Abnormal behaviors and physical signs that may be observed by deputy/jail officer.

(1). The mannerisms displayed by someone who is Bipolar:

- (a). Mood swings
- (b). Delusions of greatness/grandeur
- (c). Rapid speech

(2). The mannerisms displayed by someone who is schizophrenic:

- (a). Hearing voices
- (b). Seeing others not there in reality

- (c). Delusions
- (3). The mannerisms displayed by someone who is severely depressed:
  - (a). Going from talkative to quiet
  - (b). Giving away their personal effects
  - (c). Extreme sadness
  - (d). Excessive sleeping
  - (e). Noncompliance with jail rules
  - (f). Neglect of personal hygiene
- (4). The mannerisms displayed by someone who has suicidal tendencies:
  - (a). Same as above for depression
  - (b). Talking of taking his life
  - (c). Hoarding of medications
  - (d). Attempts at suicide
- (5). The mannerisms displayed by someone who has Alzheimer's:
  - (a). Usually elderly
  - (b). The "forgetfulness"
  - (c). Not understanding their situation regarding incarceration
  - (d). Physical behaviors such as pacing, problems with walking or mobility, wandering, poor eyesight, etc.
- (6). The mannerisms displayed by someone who is autistic:
  - (a). Non-verbal
  - (b). Echolalia
  - (c). Unnatural use or association of items
  - (d). The strange verbal noises uttered
  - (e). The need for uniformity and a regular routine
  - (f). The physical movements, (e.g.: rocking, snapping fingers, waving hands) associated with autism.
  - (g). The inability to meet personal needs
- (7). The mannerisms displayed by someone who is intellectually challenged:
  - (a). Low IQ evident in verbal or written communication
  - (b). Misunderstanding of even simple commands
  - (c). Not able to do even simple tasks

- (d). Not able to meet personal needs
  - c. Possible danger to officer from an inmate behaving abnormally.
  - d. Appropriate sources and types of information useful in assessing an inmate's behavior.
  - e. Importance of seeking help for inmates suffering from an emotional crisis.
  - f. Appropriate action to be taken related to abnormal behavior observed.
  - g. Communication to the jail staff of any statements or behavioral observations that indicate danger to the inmate or others.
  - h. Monitor those in your custody who exhibit abnormal behavior to ensure their safety and the safety of others.
2. Take into involuntary custody an inmate displaying behavior that gives the deputy/jail officer probable cause to believe that mental disability exists using the appropriate Code of Virginia requirements.
- a. Identify and be able to articulate conditions that assist mental health evaluators in an emergency custody order.
  - b. Identify and be able to articulate conditions for a temporary detention order.
  - c. Identify procedures for obtaining an emergency custody order or temporary detention order.
  - d. Identify procedure for securing, searching, and transporting an inmate who meets the criteria of an emergency custody order or temporary detention order.
3. Identify potential for multi-jurisdictional transportation of persons under an ECO or TDO.

***Instructor Note: Advise trainees that they will need to identify department policy related to taking into involuntary custody a person who displays abnormal behavior and to identify locations to deliver this person as part of department training.***

### **Performance Outcome 5.4**

Investigate unusual odors and sounds.

#### **Training Objective Related to 5.4**

A. Given a written or practical exercise, the trainee will be able to investigate the source of unusual odors and/or sounds in a safe manner.

**Criteria:** The trainee shall be tested on the following:

- 5.4.1 Investigating unusual odors.
  - 5.4.1.1 Making rounds and smelling unusual odors.
  - 5.4.1.2 Emergency decisions to be made if needed (fire emergency)
  - 5.4.1.3 Notifying the proper authorities to correct the problems.
- 5.4.2. Investigating unusual sounds.

5.4.2.1. Making rounds hearing unusual sounds.

5.4.2.2 Emergency decisions to be made if needed.

5.4.2.3 Notifying the proper authorities to correct the problems.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Making rounds and investigating unusual odors.
  - a. Smoke from a fire either electrical or material
  - b. Cigarette, tobacco products smoke – to include illegal drugs
  - c. Chemical spills (e.g. inmate throws cleaning solution)
  - d. Powder smells (baby powder to hide cigarette smell)
  - e. Homemade mash, wine, alcohol
  - f. Overflowing toilets/backed up sewer systems
  - g. Inmate vomiting
  - h. Gas smells
  - i. Others as instructor may identify
2. Emergency decisions to be made if needed:
  - a. Evacuation in case of fire or hazmat incident
  - b. Notifying supervisor and/or coworkers
  - c. Notifying proper responding units and/or agencies, if needed.
3. Notify proper authorities to correct problems (such as maintenance, medical, etc.)
4. Making rounds and investigating unusual sounds.
  - a. Sounds of scraping and or knocking against exterior/interior walls
  - b. Sounds of inmate in distress
  - c. Sounds of inmates involved in fight and/or illegal activities
5. Making emergency decisions if needed.
  - a. Secure area if escape attempt discovered.
  - b. Secure area if crime scene and act on violations.

### **DEFENSIVE TACTICS/USE OF FORCE**

#### **Performance Outcome 6.1.**

Search juvenile(s), visitor(s), subject(s), arrested person(s) or inmate(s).

**Training Objective Related to 6.1.**

A. Given a written exercise, identify factors to consider in conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

B. Given a practical exercise, demonstrate the technique of conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

**Criteria:** The trainee shall be tested on the following:

6.1.1. Define a search

6.1.2. Legal requirements/conditions of types of searches

6.1.2.1. Frisk

6.1.2.2. Thorough clothed search

6.1.2.3. Strip search

6.1.2.4. Body cavity search

6.1.2.5. Electronic search

6.1.3. Identification of those places on males and females where dangerous weapons or contraband may be concealed

6.1.4. Identification of concealed weapon clues

6.1.5. Identification of pre-assault indicators

6.1.6. Identification of contact and cover principles for safe approach to single and multiple subjects

6.1.7. Demonstrate the techniques of conducting a search.

6.1.7.1. Verbal directions to give

6.1.7.2. Placement of single or multiple subjects in a pre-search position

6.1.7.3. Placement of single or multiple subjects in a standing, kneeling and prone search position.

6.1.7.4. Control and subject security during a search.

6.1.7.5. Safely retrieving and securing weapons or contraband that are identified during a search.

6.1.7.6. Communicating relevant information to the cover Deputy/Jail Officer

6.1.8. Secure and record any items taken during a custodial search.

6.1.9. Use of personal protective equipment during a search.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define a search

2. Legal requirements/conditions of types of searches



- a. Frisk
  - b. Thorough clothed search
  - c. Strip search
  - d. Body cavity search
  - e. Electronic search
3. Identification of those places on males and females where dangerous weapons or contraband may be concealed
  4. Identification of concealed weapon clues
  5. Identification of pre-assault indicators
  6. Identification of contact and cover principles for safe approach to single and multiple subjects
  7. Demonstrate the techniques of conducting a search and a search.
    - a. Verbal directions to give
    - b. Placement of single or multiple subjects in a pre-search position
    - c. Placement of single or multiple subjects in a standing, kneeling and prone search position.
    - d. Control and subject security during a search and a search
    - e. Safely retrieving and securing weapons or contraband that are identified during a search and a search
    - f. Communicating relevant information to the cover Deputy/Jail Officer
  8. Secure and record any items taken during a custodial search.
  9. Use of personal protective equipment during a search.
    - a. Use latex gloves to prevent contact with potential infectious diseases.
    - b. Use mask if potential for air borne pathogen is identified.

### **Performance Outcome 6.2.**

Restrain intoxicated, disruptive or violent individuals.

### **Training Objective Related to 6.2.**

A. Given a practical exercise, demonstrate techniques regarding restraint of intoxicated, disruptive persons, violent individuals and/or inmate(s).

**Criteria:** The trainee shall be tested on the following:

#### 6.2.1. Deputy/Jail Officer safety considerations

6.2.1.1. Key planning elements related to isolating a disruptive individual from others

6.2.1.2. Use of available backup deputies/jail officer(s)

- 6.2.2. Command presence (stance, posture, eye contact)
- 6.2.3. Communication skills to minimize antagonistic responses
- 6.2.4. Appropriate escalation/de-escalation on a force continuum
- 6.2.5. Restraint procedures
- 6.2.6. Effecting an arrest (if necessary)

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Officer safety considerations
  - a. Key planning elements related to isolating a disruptive individual from others
  - b. Use of available backup deputies/jail officer(s)
2. Command presence (stance, posture, eye contact)
3. Communication skills to minimize antagonistic responses
4. Appropriate escalation/de-escalation on a force continuum
5. Restraint procedures
6. Effecting an arrest (if necessary)

### **Performance Outcome 6.3.**

Participate in cell and area searches.

#### **Training Objective Related to 6.3.**

A. Given a written or practical exercise, identify three considerations for participating in a cell and area searches.

**Criteria:** The trainee shall be tested on the following:

- 6.3.1. Importance of intelligence gathering/planning for cell and/or area searches
- 6.3.2. Pre-cell/pre-area search briefing
- 6.3.3. On-scene command and control of all cell and/or area search aspects including interagency communications.
- 6.3.4. Demonstrate techniques for cell and area searches
- 6.3.5. Chain of custody concerns
- 6.3.6. Logistical requirements
- 6.3.7. Reasons for secrecy

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Importance of intelligence gathering/planning for cell and/or area searches
2. Pre-cell/pre-area search briefing

3. On-scene command and control of all cell and/or area search aspects
  - a. Booby trap identification
  - b. Room entry techniques (proper movement and recognition)
4. Techniques for cell and area searches
  - a. 360 degree search
  - b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)
  - c. Grid search of areas (dividing areas into grids to search every inch)
  - d. Use of mechanical devices available in your agency to assist with searches
  - e. Demonstrate ability to extend arm to reach and search tight spaces
  - f. Hold a flashlight in various positions while performing a cell/area/building search
  - g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.
5. Chain of custody concerns
6. Logistical requirements
7. Identify reasons for secrecy (need to know basis)
8. Interagency communications, policy differences, and personnel identification
  - a. Interagency communications: Discuss the importance of communicating the situation and possible concerns to other agencies as needed and according to policy. Multi-agency efforts in appropriate situations may be utilized to quickly remedy a public safety threat.
  - b. Policy Issues: Discuss the need to have established policies to address support and shared resources in the event of a situation requiring outside agency assistance. This helps to avoid duplication or overlap of efforts and helps to minimize the potential for mistakes when a situation arises requiring multi-agency involvement.
  - c. Personnel Identification: Discuss the requirement that staff not in uniform with the agency, or with other agencies must have their agency approved identification. This helps to avoid to possibility of mistaken identity and potential injury.

***Instructor Note: Advise trainees that they must identify department policy and procedures for participating in searches with multiple agencies during department training.***

#### **Performance Outcome 6.4.**

Extract subject out of a vehicle and a cell.

#### **Training Objective Related to 6.4.**

A. Given a practical exercise, identify or demonstrate techniques for extracting a resisting subject out of both a transport vehicle and a cell.

**Criteria:** The trainee shall be tested on the following:

- 6.4.1. Deputy/jail officer safety considerations
- 6.4.2. Use appropriate extraction techniques for cell and vehicle (extract from rear of transport vehicle)
- 6.4.3. Maintain control of suspect
- 6.4.4. Use appropriate level of force
- 6.4.5. Use appropriate restraints

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Deputy/jail officer safety considerations
- 2. Use extraction techniques (cell and rear of transport vehicle)
- 3. Maintain control of suspect
- 4. Use appropriate level of force
- 5. Use appropriate restraints

**Instructor Note:** *Practice at least one extraction of a subject from the rear of a transport vehicle.*

### **Performance Outcome 6.5.**

Approach people on foot and from department vehicle.

### **Training Objective Related to 6.5.**

A. Given a practical exercise, identify safe approaches to people on foot and from department vehicle.

**Criteria:** The trainee shall be tested on the following:

- 6.5.1. Evaluate risk to public and Deputy/Jail Officer
  - 6.5.1.1. People in area/inmates in area
  - 6.5.1.2. Easily accessed buildings/areas
  - 6.5.1.3. Potential escape routes
  - 6.5.1.4. Cover
  - 6.5.1.5. Potential for situation to escalate
  - 6.5.1.6. Back-up
- 6.5.2. Techniques of safe approach

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Evaluate risk to public and Deputy/Jail Officer
  - a. People in area/inmates in area
  - b. Easily accessed buildings/area

- c. Potential escape routes
  - d. Cover
  - e. Potential for situation to escalate
  - f. Back-up
  - g. Other items as may be identified
2. Techniques of safe approach
- a. Observe area before approach
  - b. Look for irregularities
  - c. Be mindful of vehicles in area
  - d. Be aware of citizens moving too closely to you
  - e. Be conscious of weapon retention
  - f. Be courteous but pass citizens as quickly as possible

***Instructor Note: Discuss a variety of situations when inmates may be escorted outside the facility where public contact may occur and the need for awareness and safe approach techniques.***

### **Performance Outcome 6.6.**

Identify necessary and appropriate use of force.

### **Training Objective Related to 6.6.**

- A. Given a written or practical exercise, identify the factors that affect the use of force.
- B. Given a written or practical exercise, identify the factors that affect the deputy/jail officers' decision to use deadly force.

**Criteria:** The trainee shall be tested on the following:

- 6.6.1. Factors affecting the use of force
  - 6.6.1.1. Subject actions
  - 6.6.1.2. Intent
  - 6.6.1.3. Ability
  - 6.6.1.4. Means
  - 6.6.1.5. Opportunity
  - 6.6.1.6. Deputy/Jail Officer perception of the need for force
  - 6.6.1.7. Situation and environmental circumstances
  - 6.6.1.8. Deputy/Jail officer safety considerations
- 6.6.2. Factors affecting the use of deadly force

6.6.2.1. Likelihood of serious bodily harm or death

6.6.2.1.1. Perceived or announced intent of subject

6.6.2.1.2. Ability

6.6.2.1.3. Means

6.6.2.1.4. Opportunity

6.6.2.2. Legal criteria

6.6.3. General considerations for use of force

6.6.3.1. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.

6.6.3.2. Elements of command presence (stance, posture, eye contact)

6.6.3.3. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer

6.6.3.4. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)

6.6.3.5. Appropriate escalation/de-escalation in use of force.

6.6.3.6. Application of handcuffs and additional restraints

6.6.4. Deputy will identify the use of a vehicles as a force on the force continuum.

6.6.5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target

6.6.5.1. Shooting at a moving target is the last resort available.

Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.

6.6.6. Identify the extreme hazards to be encountered in attempting to shoot while in motion.

Example: Shooting from a moving vehicle.

6.6.6.1. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.

6.6.6.2. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.

6.6.6.3. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.

6.6.6.4. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.

6.6.7. Describe reasons why warning shots should not be fired.

6.6.7.1. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.

6.6.7.2. Shooting is normally a last resort option.

6.6.7.3. There is no ability to determine the effect of a warning shot on the person.

6.6.7.4. The deputy is accountable for where the round goes or ends up.

6.6.7.4.1. bullet may ricochet

6.6.7.4.2. deputy cannot determine where bullet will land

6.6.7.4.3. may be illegal in some circumstances.

6.6.8. Identify at least three potential deadly force scenarios.

6.6.9. Identify other alternatives that the deputy may consider using before using deadly force.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Factors affecting the use of force

- a. Subject actions
- b. Intent
- c. Ability
- d. Means
- e. Opportunity
- f. Deputy/Jail Officer perception of the need for force
- g. Situation and environmental circumstances
- h. Deputy/Jail officer safety considerations

2. Factors affecting the use of deadly force

- a. Likelihood of serious bodily harm or death
  - (1). Perceived or announced intent of subject
  - (2). Ability
  - (3). Means
  - (4). Opportunity
- b. Legal criteria

3. General considerations for use of force

- a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.
- b. Elements of command presence (stance, posture, eye contact)

- c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer
  - d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)
  - e. Appropriate escalation/de-escalation on a use of force continuum
    - (1). Define use of force.
    - (2). Identify the decision making process in using force.
  - f. Application of handcuffs and additional restraints
4. Deputy will identify the use of a vehicles as a force on the force continuum.
5. Deputy will evaluate a moving target as an immediate deadly force threat and that the deputy has no alternative but to shoot at the moving target
- a. Shooting at a moving target is the last resort available.
- Example: Shooting at the driver of a moving vehicle must be the last resort available due to the possibility of the loss of control of the vehicle if the driver is shot.
6. Identify the extreme hazards to be encountered in attempting to shoot while in motion.
- Example: Shooting from a moving vehicle.
- a. The practice of shooting from a moving vehicle is in most cases not practical and places the deputy and public in severe danger.
  - b. Alternative measures should be employed by the deputy if at all possible, such as seeking cover, slowing their vehicle if being shot at by an adjacent vehicle, etc.
  - c. The danger deputies place themselves and the public in by shooting from a moving vehicle includes the reduced ability to aim a firearm at the threat and perform a fine motor skill such as directing aimed, deliberate gun-fire while operating a moving vehicle in a safe and responsible manner.
  - d. The risk to the deputy and the public must be greatly outweighed by the benefit of trying to stop a person who is an immediate deadly threat to the deputy or the public in order for an officer to make an attempt to stop that person by firing from a moving vehicle.
7. Describe reasons why warning shots should not be fired.
- a. The discharge of a firearm normally constitutes deadly force. The deadly force standard is for the preservation of life or to prevent serious physical injury.
  - b. Shooting is normally a last resort option.
  - c. There is no ability to determine the effect of a warning shot on the person.
  - d. The deputy is accountable for where the round goes or ends up.
    - (1). bullet may ricochet
    - (2). deputy cannot determine where bullet will land
    - (3). may be illegal in some circumstances.



8. Identify at least three potential deadly force scenarios.
9. Identify other alternatives that the deputy may consider using before using deadly force.

***Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons as part of department training.***

### **Performance Outcome 6.7.**

Break up fights between two or more persons.

### **Training Objective Related to 6.7.**

A. Given a practical exercise, demonstrate techniques for breaking up fights between two or more persons during a simulation exercise.

**Criteria:** The trainee shall be tested on the following:

- 6.7.1. Evaluate the situation
- 6.7.2. Intervene verbally
- 6.7.3. Use the appropriate level of force
- 6.7.4. Use officer safety procedures

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluate the situation
2. Intervene verbally using communication skills and voice commands
  - (a). establish contact with the hostile persons
  - (b). ascertain the reason(s) for their hostility
  - (c). use calming techniques to reduce emotions and restore rational thought
  - (d). communicate the officer's position and responsibilities in the situation
  - (e). state any applicable laws and rules and consequences of continued acts
3. Use the appropriate level of force when verbal intervention fails.
4. Use officer safety procedures
  - (a). monitor the individuals' activities
  - (b). wait for appropriate back-up per department policy
  - (c). assess the individuals' propensity toward violence
  - (d). determine the nature of their weapons
  - (e). intervene using the quickest defensive tactics to restrain and control individuals.

### **Performance Outcome 6.8.**

Use weaponless techniques to subdue a person resisting arrest or to control a person.

**Training Objective Related to 6.8.**

A. Given a written exercise, identify the psychological and physiological effects of sudden stress. (Criteria 6.8.1 and 6.8.2)

B. Given a practical exercise, demonstrate technique of approach, blocking principles to neutralize attack and weaponless techniques to subdue a person resisting arrest or to control a person. (Criteria 6.8.3, 6.8.4, 6.8.5)

**Criteria:** The trainee shall be tested on the following:

- 6.8.1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer
- 6.8.2. Identification of basic principles and fundamentals of defensive tactics
  - 6.8.2.1. target identification
  - 6.8.2.2. access to target
- 6.8.3. Demonstration of technique of approach
- 6.8.4. Demonstration of blocking principles designed to neutralize attack
  - 6.8.4.1. low outside
  - 6.8.4.2. low inside
  - 6.8.4.3. middle outside
  - 6.8.4.4. middle inside
  - 6.8.4.5. high
  - 6.8.4.6. blocks to include both sides
- 6.8.5. Demonstration of weaponless techniques to control subject
  - 6.8.5.1. effective communications
  - 6.8.5.2. weaponless (empty hand) control techniques
    - 6.8.5.2.1. safe contact and initial control
      - 6.8.5.2.1.1. front
      - 6.8.5.2.1.2. side
      - 6.8.5.2.1.3. back
    - 6.8.5.2.2. decentralization to prone position with minimal risk of injury to resisting subject
    - 6.8.5.2.3. stabilization in prone position for cuffing or to await backup deputies/jail officers
- 6.8.6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.

6.8.7. Demonstrate techniques to prevent a takedown to the ground.

6.8.7.1. Demonstrate techniques to minimize injury when falling.

6.8.7.2. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.

6.8.8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart and/or volunteer.
2. Identification of basic principles and fundamentals of defensive tactics
  - a. target identification
  - b. access to target
3. Demonstration of approach techniques
4. Demonstration of blocking principles designed to neutralize attack
  - a. low outside
  - b. low inside
  - c. middle outside
  - d. middle inside
  - e. high
  - f. blocks to include both sides
5. Demonstration of weaponless techniques to control subject
  - a. effective communications
  - b. weaponless (empty hand) control techniques
    - (1). safe contact and initial control
      - (a). front
      - (b). side
      - (c). back
    - (2). decentralization to prone position with minimal risk of injury to resisting subject
    - (3). stabilization in prone position for cuffing or to await backup deputies/jail officers
6. Demonstrate blocking techniques with a partner using safety equipment in a controlled environment that provides for minimizing potential injury to the trainee or partner.
7. Demonstrate techniques to prevent a takedown to the ground.

- a. Demonstrate techniques to minimize injury when falling.
  - b. Demonstrate ground defense techniques to take control of a person from the ground in order to escape and create distance or to position for handcuffing.
8. Demonstrate ability to protect the firearm and other weapons on the duty belt while on the ground.

***Safety Equipment Note: Safety equipment must be utilized appropriately during demonstrations.***

### **Performance Outcome 6.9.**

Subdue a physically attacking person.

#### **Training Objective Related to 6.9.**

A. Given a practical exercise, demonstrate a technique for defending oneself against a physically attacking person and subduing a person during a simulation exercise using a volunteer and/or instructor.

**Criteria:** The trainee shall be tested on the following:

- 6.9.1. Identification of weapon considerations of subject and deputy/jail officer
- 6.9.2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets
- 6.9.3 Demonstration of weapon control by the deputy/jail officer
- 6.9.4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation
- 6.9.5. Demonstration of de-escalation by:
  - 6.9.5.1. Decentralizing suspect to prone position for cuffing
  - 6.9.5.2. Disengaging from suspect

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of weapon considerations of subject and deputy/jail officer
2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation
5. Demonstration of de-escalation by:
  - a. Decentralizing suspect to prone position for cuffing
  - b. Disengage from suspect
6. Demonstration of escalation in life and death struggle by:
  - a. Making transition to weapon to stop aggressor

- b. Utilizing extreme physical techniques to stop aggressor

**Performance Outcome 6.10.**

Subdue a non-compliant subject/inmate and place in a prone position.

**Training Objective Related to 6.10.**

A. Given a practical exercise, demonstrate proper methods of subduing and placing a non-compliant subject/inmate in a prone position.

**Criteria:** The trainee shall be tested on the following:

- 6.10.1. Assessment of threat by the subject/inmate.
- 6.10.2. Demonstration of safe contact and initial control.
- 6.10.3. Demonstration of weapon control by the deputy/jail officer
- 6.10.4. Demonstration of decentralization to prone position with minimal risk of subject injury.
- 6.10.5. Demonstration of stabilization in prone position for cuffing procedure.
- 6.10.6. Demonstration of bringing a handcuffed subject to his or her feet.

**Lesson Plan Guide:** The lesson plan shall include the following:

- 1. Assessment of threat by the subject/inmate.
- 2. Demonstration of safe contact and initial control.
- 3. Demonstration of weapon control by the deputy/jail officer
- 4. Demonstration of decentralization to prone position with minimal risk of subject injury.
- 5. Demonstration of stabilization in prone position for cuffing procedure.
- 6. Demonstration of bringing a handcuffed subject/inmate to his or her feet.

**Performance Outcome 6.11.**

Pursue a fleeing subject/inmate on foot and subdue the subject/inmate when apprehended.

**Training Objective Related to 6.11.**

A. Given a practical exercise, demonstrate a technique for subduing a subject after a foot pursuit.

**Criteria:** The trainee shall be tested on the following:

- 6.11.1. Assessment of threat by the subject.
- 6.11.2. Identification of weapon considerations of subject and deputy/jail officer.
- 6.11.3. Demonstration of weapon control by the deputy/jail officer.
- 6.11.4. Demonstration of contact and initial control.

6.11.5. Demonstration of decentralization to prone position with minimal risk of resisting suspect injury.

6.11.6. Demonstration of stabilization in prone position for cuffing procedures.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Assessment of threat by the subject
2. Identification of weapon considerations of subject and deputy/jail officer
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of contact and initial control
5. Demonstration of decentralization to prone position with minimal risk of resisting subject injury
6. Demonstration of stabilization in prone position for cuffing procedures

### **Performance Outcome 6.12.**

Use touch pressure or striking pressure to control a subject/inmate.

#### **Training Objective Related to 6.12.**

- A. Given a written, audio-visual, or practical exercise, identify body pressure points.
- B. Given a practical exercise, demonstrate pressure point techniques.

**Criteria:** The trainee shall be tested on the following:

- 6.12.1. Identification of body pressure points
  - 6.12.1.1. identify carotid choke hold as deadly force
- 6.12.2. Demonstration of pressure point techniques
  - 6.12.2.1. touch pressure
  - 6.12.2.2. strike

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of body pressure points
  - a. identify carotid choke hold as deadly force
2. Demonstration of pressure point techniques
  - a. touch pressure
  - b. strike

### **Performance Outcome 6 13.**

Disarm an armed subject.

#### **Training Objective Related to 6 13.**

A. Given a written exercise, identify factors to consider when attempting to disarm a subject.

B. Given a practical exercise, demonstrate techniques for disarming an armed subject.

**Criteria:** The trainee shall be tested on the following:

6.13.1. Identification of factors to consider when assessing whether an attempt to disarm subject is appropriate.

6.13.1.1. distance/cover

6.13.1.2. type of weapon

6.13.1.3. obstacles

6.13.1.4. will the attempt jeopardize life or personal safety

6.13.2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun

6.13.2.1. Handgun

6.13.2.1.1. front

6.13.2.1.2. side

6.13.2.1.3. rear

6.13.2.2 Long gun

6.13.3. Demonstration of a takedown or control of subject armed with handgun or long gun

6.13.3.1. stopping movement of the handgun or long gun using deputy/jail officer's personal weapons against aggressor's vulnerable targets to:

6.13.3.1.1. disarm and control subject

6.13.3.1.2. take down to prone position and restrain

6.13.4. Demonstration of a takedown or control of subject armed with edged weapon

6.13.4.1. range of attack and officer awareness

6.13.4.2. position for disengagement or escalation depending upon range and relative position

6.13.4.3. stopping/deflecting movement of the edged weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to:

6.13.4.3.1. disarm and control subject

6.13.4.3.2. takedown to prone position and restrain

6.13.5. Demonstration of a takedown or control of subject armed with bludgeon instrument

6.13.5.1. stopping/deflecting movement of the bludgeon weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to:

6.13.5.1.1. disarm and control subject

## 6.13.5.1.2. take down to prone position and restrain

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate.
  - a. distance/cover
  - b. type of weapon
  - c. obstacles
  - d. will the attempt jeopardize life or personal safety
2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun:
  - a. Hand gun
    - (1). Front
    - (2). Side
    - (3). Rear
  - b. Long gun
3. Demonstration of a takedown or control of subject armed with handgun or long gun:
  - a. stopping movement of the handgun or long gun using officer's personal body weapons against aggressor's vulnerable targets to
    - (1). disarm and control subject
    - (2). take down to prone position and restrain
4. Demonstration of a takedown or control of subject armed with edged weapon:
  - a. range of attack and officer awareness
  - b. zoning to the outside position for disengagement and escalation or depending upon range and relative position
  - c. stopping movement of the edged weapon and using officer's personal body weapons against aggressor's vulnerable targets to
    - (1). disarm and control subject
    - (2). take down to prone position and restrain
5. Demonstration of a takedown or control of subject armed with bludgeon instrument
  - a. stopping movement of the bludgeon weapon and using officer's personal body weapons against aggressor's vulnerable targets to:
    - (1). disarm and control subject
    - (2). take down to prone position and restrain



**Performance Outcome 6.14.**

Handcuff subject(s) and apply restraints.

**Training Objective Related to 6.14.**

A. Given a written exercise, define positional asphyxia.

B. Given a practical exercise, demonstrate safe and effective handcuffing of subject(s) and apply leg restraints to arrestees.

**Criteria:** The trainee shall be tested on the following:

6.14.1. Safe and effective handcuffing of cooperative single and multiple subjects.

6.14.2. Safe and effective handcuffing of a subject in the following positions:

6.14.2.1. Standing

6.14.2.2. Kneeling

6.14.2.3. Prone

6.14.3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.

6.14.4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.

6.14.5. Definition of positional asphyxia

6.14.5.1. Identify primary medical dangers associated with sudden restraint of violent person.

6.14.5.2. Primary medical dangers associated with positional asphyxia.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Safe and effective handcuffing of cooperative single and multiple subjects.

2. Safe and effective handcuffing of a subject in the following positions:

a. Standing

b. Kneeling

c. Prone

3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.

4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.

5. Definition of positional asphyxia

a. Identify primary medical dangers associated with sudden restraint of violent subject.

b. Primary medical dangers associated with positional asphyxia.

***Instructor Note:*** Advise trainees that they must identify department policy related to the use of

*force, physical restraints, and weapons use as part of department training.*

### **Performance Outcome 6.15.**

Use chemical agents and other crowd management equipment.

#### **Training Objective Related to 6.15.**

A. Given a written exam or during a simulation, identify and/or demonstrate where required the techniques of using chemical agents and other crowd management equipment.

**Criteria:** The trainee shall be tested on the following:

6.15.1. Description of types of chemical agents, aerosol sprays and pyrotechnics used in criminal justice systems and methods of deployment.

6.15.2. Identification of the proper application of chemical agents and aerosol sprays.

6.15.3. Identification of side effects on persons sprayed with chemical or aerosol spray.

6.15.3.1. short-term

6.15.3.2. long-term

6.15.4. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6.15.5. Description of methods of structural decontamination of chemical or aerosol agents.

6.15.6. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the ethical consideration involved and legal constraints related to use of chemical agents, aerosol sprays and pyrotechnics.

2. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment

3. Identification of the proper application of chemical agents and aerosol sprays.

4. Identification of side effects on persons sprayed with chemical or aerosol spray.

a. short-term

b. long-term

5. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.

6. Description of methods of structural decontamination of chemical or aerosol agents

7. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

**Performance Outcome 6.16.**

Control non-violent inmate groups, hostile groups, and/or disorderly assemblies, and when necessary, physically restrain a crowd or confront in tactical formation.

**Training Objective Related to 6.16.**

A. Given a written and/or a practical exercise, identify factors to consider when controlling non-violent or hostile groups.

**Criteria:** The trainee shall be tested on the following:

6.16.1. Three factors for controlling non-violent groups, i.e., peaceable assemblies

6.16.2. Three factors to consider when dealing with hostile groups

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Three factors for controlling non-violent groups, i.e., peaceable assemblies
  - a. Officer safety considerations
  - b. Command presence
  - c. Communication skills
  - d. Boundaries within which crowd must remain or move along
  - e. Patterns of movement for crowd for control and safety
  - f. Emergency access/exit
2. Three factors to consider when dealing with hostile groups
  - a. Identify techniques of detecting violations of state laws/local ordinances/jail rules and regulations (sources of disturbance in a crowd by noise and movements)
  - b. Identify high risk areas (dark areas or areas where inmate may hide)
  - c. Identify conditions that will indicate a law/jail rule violation
  - d. Identify appropriate steps to enforce the law and jail policies
    - (1). Deputy/ Jail Officer safety considerations
      - (a). monitor the group's activity
      - (b). wait for appropriate back-up
      - (c). assess the group's propensity toward violence
      - (d). determine the nature of their weapons and contraband
      - (e). identify which subjects are believed to be leaders
    - (2). Command presence
      - (a). safely approach the hostile group

- (b). identify appropriate formations for potential riot
- (c). identify emergency escape routes
- (d). coordinate cover and contact responsibilities
- (3). Communication skills and voice commands
  - (a). establish contact with the hostile group
  - (b). formally identify the group leaders
  - (c). ascertain the reason(s) for their hostility
  - (d). use calming techniques to reduce emotions and restore rational “group thought”
  - (e). evaluate the group’s proposed solutions to determine their specific “needs”
  - (f). communicate the deputy/jail officer’s position and responsibilities in the situation
  - (g). relate any applicable laws, rules, regulations and consequences of continued acts
  - (h). explain the group’s option to comply with the law/jail rules and pursue legal/administrative resolutions
  - (i). reassure the group of deputy/jail officer commitment to resolve the group’s problems and restore peace and order to the area and/or facility.
- (4). Techniques of group control
  - (a). smaller hostile groups
  - (b). larger hostile groups or rioters
  - (c). use stretched out arms to indicate a barrier when appropriate
  - (d). use shield, barricade, impact weapon, riot baton or other item to block group when appropriate
- (5). Move group to break it up using authorized and appropriate use of force.
- (6). Arrest procedures
- (7). Transportation of inmates
- (8). Medical needs

***Instructor Note: The following should be done as indicated:***

***Lesson Plan Guide items 2. a, b, c, d (1) – written exercise; 2 d (2)a – practical demonstration; 2. d (2) b, c, d – written exercise.***

***Lesson Plan Guide items 3. a – i – written exercise.***

***Lesson Plan Guide items 4. a, b – written exercise; c, d – practical demonstration.***

## WEAPONS

**This category is essentially the same for Law Enforcement, Jail, Civil Process and Courtroom Security Officers and is listed under its own separate “Weapons” heading to include all of the listed officers.**

## DRIVING

### **Performance Outcome 8.1.**

Operate agency vehicle on various road surfaces and conditions if assigned by agency.

#### **Training Objective Related to 8. 1.**

- A. Given a written exercise, identify factors to consider related to the operation of a vehicle, if assigned by agency.
- B. Given a practical exercise, identify or demonstrate methods of control of a vehicle while driving on dry, wet, icy, or snow covered pavement; dirt or loose gravel road; or skidpan, if assigned by agency.
- C. Demonstrate the techniques for recovery from off road at various speeds during a written or practical exercise, if assigned by agency.

**Criteria:** The trainee shall be tested on the following:

#### **Given a written exercise:**

- 8.1.1. Identify the three components of defensive driving and their effect on vehicle accidents.
  - 8.1.1.1. driver
  - 8.1.1.2. vehicle
  - 8.1.1.3. environment
- 8.1.2. Identify the five steps of defensive driving
  - 8.1.2.1. Scan
  - 8.1.2.2. Identify
  - 8.1.2.3. Predict
  - 8.1.2.4. Decide
  - 8.1.2.5. Execute
- 8.1.3. Identify driving movements that most frequently contribute to vehicle accidents.
- 8.1.4. Identify the importance of seat belts, air bags, and other vehicle safety devices.

- 8.1.5. Identify the different characteristics of low light driving to daytime driving and how the human eye is affected.
- 8.1.6. Identify factors that influence the overall stopping distance of a vehicle.
- 8.1.7. Identify the effect speed on observation and perception during transport.
- 8.1.8. Identify causes and steps to correct skids
- 8.1.9. Identify liability issues related to operating a transport vehicle.
- 8.1.10. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).
- 8.1.11. Identify the requirement of vehicle operators to obey all traffic laws.
- 8.1.12. Identify the time limits for vehicle operators (number of hours permitted to drive within a 24 hour period).

**Given a practical exercise:**

- 8.1.13. Demonstrate a physical and visual inspection of an agency vehicle.
- 8.1.14. Demonstrate the proper usage of a safety belt in the operation of an agency vehicle.
- 8.1.15. Demonstrate the proper techniques of acceptable steering methods for an agency vehicle.
  - 8.1.15.1. hand position on the steering wheel
  - 8.1.15.2. shuffle steering
- 8.1.16. Demonstrate the proper techniques in braking (with or without ABS) a transport vehicle.
  - 8.1.16.1. heat/cool
  - 8.1.16.2. threshold
  - 8.1.16.3. anti-lock braking systems
- 8.1.17. Demonstrate the proper techniques in backing a transport vehicle.
- 8.1.18. Demonstrate control a transport vehicle using acceptable techniques in the following vehicle movements:
  - 8.1.18.1. parking
  - 8.1.18.2. “Y” turn
  - 8.1.18.3. backing
- 8.1.19. Operate an agency vehicle in night conditions.
- 8.1.20. Skid control techniques
- 8.1.21. Braking control techniques
- 8.1.22. Steering control techniques
- 8.1.23. The techniques in correct order for recovery for two wheels off road to four wheels on

road.

8.1.24. The techniques for four wheels off road to four wheels on road.

8.1.25. The areas of reduced traction.

**NOTE:** *Academy supplied van or agency supplied transport vehicle shall be used for practical demonstrations.*

**NOTE:** *This standard is “if assigned by agency”, i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.*

**Lesson Plan Guide:** The lesson plan shall include the following:

1. The components of a physical and visual inspection of an agency vehicle.
2. The three components of defensive driving and their effect on transport vehicle accidents.
  - a. driver
  - b. vehicle
  - c. environment
3. The five steps of defensive driving:
  - a. Scan
  - b. Identify
  - c. Predict
  - d. Decide
  - e. Execute
4. Driving movements that most frequently contribute to vehicle accidents.
5. The importance of seat belts, air bags, and other vehicle safety devices.
6. The different characteristics of low light driving to daytime driving and how the human eye is affected.
7. Factors that influence the overall stopping distance of a vehicle.
8. The effect speed on observation and perception during transport.
9. Causes and steps to correct skids
10. Liability issues related to operating a transport vehicle
11. Identify the Code of Virginia requirements related to using emergency equipment (lights and siren).
12. Identify the requirement of transport vehicle operators to obey all traffic laws.
13. Identify the time limits for transport vehicle operators (number of hours permitted to drive within a 24 hour period). (Code of Virginia § [46.2-812](#))

**Practice:**

14. Demonstration of a physical and visual inspection of a transport vehicle.
15. Demonstration of the proper usage of a safety belt in the operation of law enforcement vehicle.
16. Demonstration of the proper techniques of acceptable steering methods.
  - a. hand position on the steering wheel
  - b. shuffle steering
17. Demonstration of proper techniques in braking (with/without ABS) a transport vehicle.
  - a. heat/cool
  - b. threshold
  - c. anti-lock braking systems
18. Demonstration of the proper techniques in backing a transport vehicle.
19. Demonstration of the control of a transport vehicle using acceptable techniques in the following vehicle movements:
  - a. parking
  - b. “Y” turn
  - c. backing
20. Operation of a transport vehicle in night conditions
21. Skid control techniques
22. Braking control techniques
23. Steering control techniques
24. The techniques in correct order for recovery for two wheels off road to four wheels on road.
25. The techniques for four wheels off road to four wheels on road.
26. The areas of reduced traction.

***NOTE: This standard is “if assigned by agency”, i.e., a trainee shall be trained under this standard if his/her employer is assigning him/her to drive the agency vehicle. Anyone assigned to drive the agency vehicle must complete a driver training program that meets this standard, however, this may not be necessary during basic academy.***

**Performance Outcome 8.2.**

Transport person(s) to various locations outside of the institution.

**Training Objective Related to 8.2.**

A. Given a written or practical exercise, identify the steps involved in transporting person(s) not in custody.



B. Given a written or practical exercise, identify the steps involved in transporting person(s) in custody to various locations outside of the institution.

**Criteria:** The trainee shall be tested on the following:

- 8.2.1. Identify proper procedures for transporting and escorting person(s) not in custody.
- 8.2.2. Identify proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.
  - 8.2.2.1. Secure subject with multiple restraints (handcuffs, leg irons, waist belt or chain).
  - 8.2.2.2. Ensure subject has been properly searched.
  - 8.2.2.3. Allow reaction space if possible.
  - 8.2.2.4. Check security of transport vehicle before and after transport including entire interior.
  - 8.2.2.5. Vehicle with cage
    - 8.2.2.5.1. Place subject in right rear with proper restraints and seatbelt.
    - 8.2.2.5.2. Adjust inside mirror to provide visual observation of subject.
  - 8.2.2.6. Vehicle without cage
    - 8.2.2.6.1. Option One:**
      - 8.2.2.6.1.1. Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.
      - 8.2.2.6.1.2. Make sure weapon is secure or placed away from potential access by subject.
    - 8.2.2.6.2. Option Two:**
      - 8.2.2.6.2.1. Place in right rear seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.
      - 8.2.2.6.2.2. Make sure weapon is secure or placed away from potential access by subject.
      - 8.2.2.6.2.3. Adjust the rearview mirror to allow surveillance of inmate movement.
  - 8.2.2.7. Upon arriving at destination, visually check area for possible security risks then unload subject and move inmate to appropriate area.
  - 8.2.2.8. Observe subject and surroundings to ensure security and officer safety.
  - 8.2.2.9. **Do not** allow yourself to be distracted from subject observation and control.
    - 8.2.2.9.1. **Do not** relax after cuffing.
    - 8.2.2.9.2. **Do not** let prisoner out of your sight.
  - 8.2.3 Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Use proper procedures for transporting and escorting person(s) not in custody.
  - a. Identify department policy and procedure for transporting individuals in other non-custody circumstances, i.e., ride-alongs, jurors, government officials, etc.
    - (1). Release of liability
    - (2). Security of criminal history information.
2. Use proper escort techniques during movement by foot and vehicle from place to place for person(s) in custody.
  - a. Handcuff subject with hands to rear if injury/illness permits, otherwise restrain as appropriate (on gurney, if needed).
  - b. Ensure subject has been properly searched.
  - c. Allow reaction space if possible.
  - d. Load into transport vehicle checking security of entire interior.
  - e. Vehicle with cage
    - (1). Place in right rear with proper restraints and seatbelt.
    - (2). Adjust inside mirror to provide visual observation of prisoner.
  - f. Vehicle without cage
    - Option One:**
      - (1). Place in right front seat with proper restraints (cuffs, leg chains, waist chain) and seatbelt.
      - (2). Make sure weapon is secure or placed away from potential access by subject.
    - Option Two:**
      - (1) Place in right rear seat with proper restraints (cuffs, leg irons, waist chain) and seatbelt
      - (2) Make sure weapon is secure or placed away from potential access by subject
      - (3) Adjust the rearview mirror to allow surveillance of inmate movement
  - g. Upon arriving at destination, visually check area for possible security risks then unload and move inmate to appropriate medical area.
  - h. Observe subject and surroundings to ensure security and officer safety.
  - i. **Do not** allow yourself to be distracted from inmate observation and control.
    - (1). **Do not** relax after cuffing.
    - (2). **Do not** let prisoner out of your sight.
3. Identify any statements or behavioral observations that indicate danger by the subject to him/herself or to others and the need to communicate these to person assuming custody.
  - a. It is critical to communicate the statements or behavioral observations to person assuming

custody since the individual being transported may attempt to do violence to him/herself or others.

b. If no one appears to be paying attention to the information you are giving, write it down and leave it. Make a field note regarding this. This will provide some protection with respect to liability.

### **Performance Outcome 8.3.**

Transport ill or injured subject to receive medical care.

### **Training Objective Related to 8.3.**

A. Given a written exercise, identify the steps involved to transport an ill or injured subject to receive medical care.

**Criteria:** The trainee shall be tested on the following:

8.3.1. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or bloodborne pathogen (tuberculosis, HIV, etc.).

8.3.1.1. Protective masks and personal protective equipment

8.3.1.2. Cleaning hands, face, masks and vehicle after transport

8.3.2. Secure subject as injury/illness permits.

8.3.3. Use all other security practices noted in standard 8.2.

8.3.4. **Do not** allow yourself to be distracted from subject observation and control even though responding to a medical need of the subject.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify appropriate medical and biohazard precautions to take should subject possibly have an airborne or blood borne pathogen.

a. Protective masks and personal protective equipment

b. Cleaning hands, face, masks and vehicle after transport

2. Secure subject as injury/illness permits.

3. Use all other security practices noted in standard 8.2.

4. **Do not** allow yourself to be distracted from inmate observation and control even though responding to a medical need of the subject.

***Instructor Notes: 1. Advise trainees to identify department policy related to medical transports involving rescue squad or other non-agency vehicle. 2. Advise trainees to identify department policy related to non-traditional medical transports, i.e. pregnant inmate, disabled inmate (various disabilities).***

## **FIELD TRAINING**

In conjunction with completing basic academy training, the deputy/jail officer must identify

requirements related to the employing agency, and community resources and agencies that may assist a person in need. Expected performance outcomes include this basic knowledge and cover the following:

**9.1 – 9.30 Policies, Procedures and Operations**

- 9.1. Identify agency policy regarding professional appearance related to clothing and grooming.
- 9.2. Identify agency policy and procedures for handling violations of professional, ethical, or legal standards of conduct by fellow deputies/jail officers.
- 9.3. Identify agency policies related to commitment and treatment of prisoners.
- 9.4. Identify agency policy and procedure related to treatment of juvenile offenders.
- 9.5. Identify agency policy and procedure related to communicating information about a prisoner to internal and external authorities.
- 9.6. Identify agency policy and procedure for obtaining assistance for communicating with various cultural backgrounds or with various disabilities.
- 9.7. Identify agency policy and procedure related to receiving, securing, and disbursing funds from an inmate's personal account.
- 9.8. Identify agency policy related to file and retrieving records in agency system.
- 9.9. Identify agency policy related to removing a report from agency records system as appropriate and required by law and when assigned to make this removal.
- 9.10. Identify agency policy for reporting maintenance problems.
- 9.11. Identify agency policy for performing a safety inspection.
- 9.12. Identify agency policy and procedures for participating in searches with multiple agencies.
- 9.13. Identify agency policy and procedure for conducting interrogations.
- 9.14. Identify agency policy regarding the communication of emergency messages.
- 9.15. Identify agency policy and procedure for documenting proceedings related to dealing with emotionally upset individuals.
- 9.16. Identify agency policy and procedure for documenting proceedings related to a inmate who commits suicide.
- 9.17. Identify agency policy and procedures for obtaining an emergency custody order or temporary detention order.
- 9.18. Identify department policy related to explaining a violation of county or municipal ordinance(s) that is the basis for issuing a summons to a violator.
- 9.19. Identify department policy relating to use of discretion regarding a violation of law or ordinance.
- 9.20. Identify agency policy and procedure for establishing and tracking chain of custody of

evidence.

9.21. Identify agency policy, procedure, and documentation required for return of property held as evidence when lawfully released.

9.22. Identify agency policy and procedure for making a warrantless arrest.

9.23. Identify agency policy regarding information that may be given to families of adult defendants.

9.24. Identify agency policy and procedure to initiate inmate disciplinary actions.

9.25. Identify agency policy and procedure to issue and document provision of non-prescription and prescription medicine in the absence of medical staff.

9.26. Identify agency policy related to sexual harassment in the workplace.

9.27. Identify agency policy and procedure related to operation of emergency vehicles.

9.28. Identify agency policy and procedures to follow upon the death of an inmate.

9.29. Identify agency policy and procedure for interrogations.

9.30. Identify agency policy and procedure for transporting and escorting a person for the purpose of obtaining personal property from a person under a restraining order.

### **9.31 – 9.37 Use of Force, Weapons Use**

9.31. Identify agency policy related to use of force.

9.32. Identify agency policy related to use of restraints, weapons (including impact weapons), electronic immobilization devices, and chemical sprays.

9.33. Identify agency policy and procedure for documenting injuries to a prisoner.

9.34. Identify agency policy and procedure for documenting injuries to staff.

9.35. Identify agency policy and procedure for documenting incidents that required a use of force.

9.36. Identify agency policy related to carrying a firearm while off duty.

9.37. Use an impact weapon to control a subject.

9.37.1. Identify primary, secondary and lethal target areas.

9.37.2. Demonstrate offensive and defensive stances.

9.37.3. Demonstrate the proper verbalization and touch/striking techniques for primary, secondary and the non-lethal target areas.

### **9.38 – 9.40 Transporting Prisoners**

9.38. Identify agency policy related to medical transports involving rescue squads or other non-agency vehicle.

9.39. Identify agency policy related to non-traditional medical transports, i.e., pregnant inmate, disabled inmate (various disabilities), etc.

9.40. Identify agency policy and procedure for searching, securing, and transporting a prisoner

to mental health facility.

### **9.41 – 9.44 Safety Training**

9.41. Complete the Virginia Occupational Safety and Health training related to exposure to blood borne pathogens.

9.42. Demonstrate use of protective gear for air borne pathogens and the use of a protective mask to enter a simulated contaminated area following prescribed method and determine when safe to remove mask and exit area.

9.43. Notify persons exposed to blood or body fluids while assisting a deputy or jail officer that they have a right to the test results for HIV or hepatitis.

9.44. Identify procedure for a deputy or jail officer to follow to obtain a blood sample from an individual related to a blood exposure.

### **9.45 – 9.61 General Tasks**

9.45. Stand, walk or sit for more than half of work shift.

9.46. Perform duties while wearing heavy equipment other than a gun belt (SCBA, Scott Air Pack, Ballistic Vest, Riot Gear).

9.47. Participate in drills (fire, disaster, hostage situations, and/or evacuations).

9.48. Facilitate group meetings within facility, if assigned.

9.49 Review incoming and outgoing mail and distribute mail.

9.50. Operate controls and radios for facility.

9.51. Inspect security devices and report deficiencies.

9.52. Maintain security of keys and tools and report discrepancies.

9.53. Report and document need for repairs to any equipment or tools used in the facility.

9.54. Inspect/wear emergency response equipment and protective gear/apparatus of agency and report any deficiencies.

9.55. Operate agency fire extinguisher to extinguish fires.

9.56. Check audio/video communications equipment for proper operation and report any deficiencies.

9.57. Discuss any personal or on-the-job problems with your supervisor.

9.58. Inspect electrical wiring, plugs, and receptacles for operation and safety.

9.59. Inventory forms and other supplies.

9.60. Test emergency power supply when directed.

9.61. Fingerprint subject for commitment to jail if assigned.

### **9.62 - 9.66 Records**

9.62. Identify the records, documents and reports used within a jail.

- 9.63. Identify various agency records including directories, inventories, warrants served and bonds as assigned.
- 9.64. File and retrieve documents in agency records systems in accordance with agency policy.
- 9.65. Identify the forms and the steps required to act upon the forms, documents, and orders generated by the courts or other legal entities, i.e., disposition, continuance, changes in charges, hold cards or detainers, etc.
- 9.66. Identify other operational forms and documents used within the jail, i.e., canteen form, grievance forms, inmate requests, serious incident report (SIR) forms, post logs, supply requisitions, etc.

### **9.67 – 9.69 Public Safety Response to Terrorism**

- 9.67. Complete an approved IC700 NIMS Introductory training course and provide certificate of completion to supervisor.
- 9.68. Complete an approved ICS 100 Introductory training course and provide certificate of completion to supervisor.
- 9.69. Complete an approved AWR-160 Terrorism Awareness for First Responders and provide certificate of completion to supervisor.

## **LAW ENFORCEMENT, JAIL, CIVIL PROCESS and COURTROOM SECURITY OFFICERS**

### **CATEGORY 7 - WEAPONS**

#### **Performance Outcome 7.1.**

Clean and inspect weapons system. (Revolver, Semi-automatic weapon)

#### **Training Objectives Related to 7.1.**

- A. Given a written exercise, identify nomenclature of weapons. (revolver, semiautomatic weapon)
- B. Given a practical exercise, demonstrate prescribed procedure for cleaning weapon. (revolver, semi-automatic weapon)

**Criteria:** The trainee shall be tested on the following:

- 7.1.1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)
- 7.1.2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)
  - 7.1.2.1. remove magazine or empty cylinder
  - 7.1.2.2. remove round from chamber
  - 7.1.2.3. double check weapon to make sure it is empty

7.1.3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

7.1.4.1. field strip weapon

7.1.4.2. clean components

7.1.4.3. inspect for damage and imperfections

7.1.4.4. lubricate

7.1.4.5. reassemble

7.1.4.6. safely test for proper function

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the correct terms to identify weapons and parts of weapons. (revolver, semi-automatic weapon)

2. Demonstration of prescribed procedure to prepare weapon for cleaning. (revolver, semi-automatic weapon)

a. remove magazine or empty cylinder

b. remove round from chamber

c. double check weapon to make sure it is empty

3. Identification of weapon cleaning equipment. (revolver, semi-automatic weapon)

4. Demonstration of the use of weapon cleaning equipment. (revolver, semi-automatic weapon)

a. field strip weapon

b. clean components

c. inspect for damage and imperfections

d. lubricate

e. reassemble

f. safely test for proper function

### **Performance Outcome 7.2.**

Using proper hand grip and observation, draw department issued weapon from holster. (revolver or semi-automatic weapon)

### **Training Objectives Related to 7.2.**

A. Given practical exercises, use a good and consistent combat grip with a safe and efficient draw from the holster following prescribed drawing techniques using the officer's approved handgun and holster. (revolver or semi-automatic weapon)

**Criteria:** The trainee shall be tested on the following:



7.2.1. Draw and fire

7.2.2. Draw to a ready position

7.2.3. Draw to a “cover mode” simulating the covering of a suspect together with the issuance of the verbal order “Police - Don’t Move!”

7.2.4. Using standing, kneeling, and prone positions

7.2.5. Use of covering and concealment while maintaining visual contact with the threat

7.2.6. Reloading while concentrated on the threat and not the weapon

7.2.7. Clear handgun stoppages

7.2.8. Reholster weapon

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Draw and fire

2. Draw to a ready position

3. Draw to a “cover mode” simulating the covering of a suspect together with the issuance of the verbal order “Police - Don’t Move!”

4. Using standing, kneeling and prone positions

5. Use of covering and concealment while maintaining visual contact with the threat

6. Reloading while concentrated on the threat and not the weapon

7. Clear handgun stoppages

8. Reholster weapon

Definitions:

a. Gripping: using sufficient strength to hold a weapon on a plane so that the projectile will travel on a line to the target

b. Lifting: having adequate strength to lift the weapon to eye level while maintaining safe control

c. Range of vision: should be such that a person can focus on one object (sights) and still see an image of the target

d. Strength: overall strength should be a minimum of being able to perform normal task without fatiguing quickly

e. Breathing: holding breath for a minimal time in order to complete the task of firing the weapon

f. Cover mode: finger outside the trigger guard until you are on target and have decided to fire

### **Performance Outcome 7.3.**

Clear stoppage in semi-automatic pistols and revolvers. Demonstrate safe handling of weapons on

the range and on and off duty.

### **Training Objectives Related to 7.3.**

Given a practical exercise:

- A. Demonstrate the techniques for clearing stoppages in pistols or revolvers.
- B. Demonstrate safe handling of weapons on the range and how to do so on and off duty.

**Criteria:** The trainee shall be tested on the following:

#### 7.3.1. Techniques for clearing stoppages:

##### 7.3.1.1. Semi-automatic pistol

7.3.1.1.1. Failure to fire

7.3.1.1.2. Failure to feed

7.3.1.1.3. Failure to eject

7.3.1.1.4. Failure to extract

##### 7.3.1.2. Revolver

7.3.1.2.1. when trigger is pulled and revolver does not fire

7.3.1.2.2. when trigger gets tight and cylinder will not turn

7.3.1.2.3. when there is a squib load

7.3.2. Demonstration of safe handling of weapons on the range and identification of safe handling of weapons on and off duty.

**Lesson Plan Guide:** The lesson plan shall include the following:

#### 1. Techniques for clearing stoppages:

##### a. Semi-automatic pistol

(1). Failure to fire

(2). Failure to feed

(3). Failure to eject

(4). Failure to extract

##### b. Revolver

(1). when trigger is pulled and revolver does not fire

(2). when trigger gets tight and cylinder will not turn

(3). when there is a Squib load

2. Demonstration of safe handling procedures of weapon while on the range and identification of safe handling procedures of weapon on and off duty.

**Performance Outcome 7.4.**

Fire a hand gun in various combat situations using issued equipment.

**Training Objectives Related to 7.4.**

A. Fire the officer's issued/approved weapon during daytime/low light and/or night time combat range exercises using issued/approved loading device, issued/approved holster and flashlight with 70% accuracy on two of the approved courses of fire.

**Criteria:** The trainee shall be tested on the following:

7.4.1. Demonstrate dry firing and basic shooting principles.

7.4.2. Using proper marksmanship and reloading fundamentals, fire a minimum of 200 rounds with issued (or equal to this) ammunition in daylight conditions using issued/approved weapon prior to qualification.

7.4.3. Qualify on two of the below selected courses with approved targets under daylight conditions using issued (or equal to this) duty ammunition, weapon, duty belt and holster:

7.4.3.1. Virginia Modified Double Action Course for Semi-automatic Pistols and Revolvers, 60 rounds, 7, 15, 25 yards shooting. (See Appendix A)

7.4.3.2. Virginia Modified Combat Course I, 60 rounds, 25, 15, 7 yards shooting (See Appendix B)

7.4.3.3. Virginia Modified Combat Course II, 60 rounds, 25, 15, 7, 5, 3 yards shooting (See Appendix C)

7.4.3.4. Virginia Qualification Course I, 50 rounds, 25 to 5 yards shooting (See Appendix D)

7.4.3.5. Virginia Qualification Course II, 60 rounds, 3 to 25 yards shooting (See Appendix E)

7.4.3.6. Virginia Tactical Qualification Course I, 50 rounds, 5 or 7, 25 yards shooting (See Appendix F)

7.4.3.7. Virginia Tactical Qualification Course II, 36 rounds, 3 to 25 yards shooting (See Appendix G)

7.4.3.8. Virginia Tactical Qualification Course III, 50 rounds, 1/3 to 25 yards shooting (See Appendix H)

7.4.3.9. Virginia Tactical Qualification Course IV, 60 rounds, 1/3 to 25 yards shooting (See Appendix I)

7.4.3.10. Virginia Tactical Qualification Course V, 50 rounds, 1/3 to 25 yards shooting (See Appendix J)

7.4.4. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime course for practice prior to qualification using the agency issued or approved handgun, duty holster and loading device.

7.4.4.1. Fire a minimum of 25 rounds on a low light and/or a minimum of 25 rounds on a nighttime qualification course with a 70% qualification score on each course.

7.4.4.2. Fire a minimum of 12 rounds with use of a flashlight in Appendix B or Appendix C above.

- a. Identify the advantages and disadvantages of three methods of flashlight use with a weapon.
- b. Identify the correct target threat by using flashlight techniques and weapon in hand.

7.4.4.3. Low light and nighttime practice and qualifications courses with time limitations and distances will be established by the school, agency, or academy board.

7.4.4.4. Fire from point shoulder positions, cover down positions and barricade positions.

7.4.4.5. Fire using strong and weak hand as appropriate:

7.4.4.5.1 Standing position

7.4.4.5.2 Kneeling position

7.4.4.5.3 Prone position

7.4.4.6. Reload the weapon with emphasis on utilizing tactical reloads where appropriate

7.4.4.7. Correct any weapon stoppages that may occur

7.4.5. Fire familiarization drills using a minimum of 50 rounds (10 per position) with issued (or equal to this) ammunition to include:

7.4.5.1. Moving forward and backward (officer and/or target).

7.4.5.2. Moving side to side (officer and/or target).

7.4.5.3. Use of cover and concealment.

7.4.5.4. Shove and shoot.

7.4.5.5. Seated straight/90 degrees to simulate shooting from a vehicle.

### **Performance Outcome 7.5.**

Secure weapons while off duty. (revolvers, semi-automatic weapons)

### **Training Objectives Related to 7.5.**

A. Given a written exercise, identify reasons for and methods for avoiding firearms accidents while off duty.

**Criteria:** The trainee shall be tested on the following:

7.5.1. Reasons for security

7.5.1.1. prevent injury and unauthorized access (§[18.2-56.2](#))

7.5.1.2. minimize theft opportunity (separate ammunition from the weapons)

7.5.2. Methods for security

7.5.2.1. Lock box

7.5.2.1.1. loaded

7.5.2.1.2. unloaded

7.5.2.2. Trigger lock

7.5.2.2.1. unloaded

7.5.2.3. Cable lock

7.5.2.3.1. unloaded

7.5.2.4. Disassemble weapon

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Reasons for security

- a. prevent injury and unauthorized access (§[18.2-56.2](#))
- b. minimize theft opportunity (separate ammunition from the weapons)

2. Methods for security

a. Lock box

(1). loaded

(2). unloaded

b. Trigger lock

(1). unloaded

c. Cable lock

(1). unloaded

d. Disassemble weapon

### **Performance Outcome 7.6.**

Carry a firearm when off duty. (revolver, semi-automatic weapon)

### **Training Objectives Related to 7.6.**

A. Given a written exercise, identify the factors to consider when carrying a firearm while off duty. (revolver, semi-automatic weapon)

**Criteria:** The trainee shall be tested on the following:

7.6.1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.

7.6.2. Identification of statutes that regulate the carrying of firearms while off duty.

7.6.3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.

#### 7.6.4. Identification of conditions that should be maintained while carrying a firearm off duty.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification that an officer must comply with department policy relating to carrying a firearm while off duty and qualifying with the off duty firearm.
2. Identification of statutes that regulate the carrying of firearms while off duty.
3. Identification of the impact that alcohol consumption may have on judgment relating to use of firearms while off duty.
4. Identification of conditions that should be maintained while carrying a firearm off duty
  - a. concealed
  - b. secure (retaining device)
  - c. accessible
  - d. law enforcement identification with weapon
  - e. jurisdiction
  - f. training
5. Identification of response to being stopped by on-duty officer:
  - a. upon being challenged, members will remain motionless unless given a positive directive otherwise.
  - b. members will obey the commands of the challenging member, whether or not he/she is in uniform. This may entail submission to arrest.
  - c. members will not attempt to produce identification unless and until so instructed.
  - d. if circumstances permit, members may verbally announce their identity and state the location of their badge and credentials.
  - e. members should ask the challenger to repeat any directions or questions that are unclear and should never argue with challenger.
  - f. challenged members will follow all instructions received until recognition is acknowledged.

## **WEAPONS PERFORMANCE OUTCOMES**

### **APPENDIX A**

#### **VIRGINIA MODIFIED DOUBLE ACTION COURSE FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets- B-21, B-21X, B-27, Q**

**60 ROUNDS, 7 - 25 YARDS**

**Qualification Score: 70%**

Each officer is restricted to the number of magazines carried on duty. Magazines shall be loaded to their full capacity. Range instructor shall determine when magazines will be changed.

**PHASE 1 - 7 YARD LINE:** With loaded magazine, on command fire 1 round in 2 seconds or fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.

1. On command draw and fire 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.
2. On command draw and fire 6 rounds strong hand and 6 rounds weak hand in 20 seconds for semi-auto and 30 seconds for revolver, make weapon safe and holster.

**PHASE 2 -15 YARD LINE:** Point Shoulder Position

1. On command draw and fire 1 round in 2 seconds or 2 rounds in 3 seconds, make weapon safe, holster, repeat until 6 rounds have been fired.
2. On command draw and fire 2 rounds in 3 seconds, holster and repeat until 6 rounds have been fired.
3. On command draw and fire 6 rounds in 12 seconds, make weapon safe and holster.

**PHASE 3 - 25 YARD LINE:** On command fire 6 rounds from prone, 6 rounds from kneeling and 6 rounds from standing until 18 rounds have been fired in 75 seconds for semi-auto, strong hand; for revolver,

90 seconds, strong hand. The order of position and use of cover/concealment and decocking is optional with the instructor.

**SCORING - B21, B21X targets -** use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 target - 8,9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q target - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.**

## **APPENDIX B**

### **VIRGINIA MODIFIED COMBAT COURSE I**

**Targets - B21, B21X, B27, Q**

**60 ROUNDS, 25 - 7 YARDS**

**Qualification Score 70% Moving Course**

Range instructor to determine when to load.

**PHASE 1 - 3 Minute Course - at the 50 YARD LINE.**

Officer/Deputy on command runs to the **25 YARD LINE**, fires 12 rounds with strong hand kneeling, fires 12 rounds prone strong hand, 6 rounds standing strong hand, barricades may be used for cover/concealment. Order of positions and use of cover/concealment and decocking is optional per instructor.

**PHASE 2 - 1 Minute - at the 25 Yard Line:**

Officer/Deputy on command runs to the **15 YARD LINE** fires 12 rounds standing strong hand, reloads and fires 6 rounds kneeling.

**PHASE 3 - 25 Seconds - at the 15 Yard Line:**

Officer/Deputy on command runs to the **7 YARD LINE**, fires 6 rounds strong hand and 6 rounds weak hand.

**SCORING** - B21, B21X, targets - used indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN CHALLENGING THE TARGET.****APPENDIX C****VIRGINIA MODIFIED COMBAT COURSE II  
FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS****Targets - B21, B21X, B27, Q****60 ROUNDS, 25 - 3 YARDS****Qualification Score 70% Moving Course**

Range Instructor to determine when to load.

**PHASE 1** - 90 seconds for **REVOLVERS**, 70 seconds **FOR SEMI-AUTOMATICS** - at the 50 Yard Line:

Officer/Deputy on command runs to the **25 YARD LINE** and fires 6 rounds standing, fires 6 rounds from the prone and 6 rounds kneeling using strong hand. The order of positions and use of cover/concealment and decocking in between is optional with the instructor.

**PHASE 2** - 30 seconds - at the 25 Yard Line:

Officer/Deputy on command runs to the **15 YARD LINE**, fires 6 rounds standing, 6 rounds



kneeling.

**PHASE 3** - 25 seconds - at the 15 Yard Line:

Officer/Deputy on command runs to the **7 YARD LINE**, fires 6 rounds strong hand and 6 rounds weak hand.

**PHASE 4** - at the **5 Yard Line**.

On command draw and fire 12 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered sequence.

**PHASE 5** - at the **1 or 2 Yard Line**, hip shooting.

On command draw and fire 6 rounds in any sequence, i.e. 1 round, 2 rounds, 3 rounds or staggered.

**SCORING** - B21, B21X targets-use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target. Divide by 3 to obtain percent.

**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION  
WHEN CHALLENGING THE TARGET.**

## **APPENDIX D**

### **VIRGINIA QUALIFICATION COURSE I FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets - B21, B21X, B27, Q**

**50 ROUNDS, 25 - 5 YARDS**

**Qualification Score 70%**

**PHASE 1** - At the **25 yard line**, 75 seconds for pistols, 95 seconds for revolvers.

On command with a fully loaded weapon fire 6 rounds prone, 6 rounds kneeling strong hand, 6 rounds standing strong hand. The order of the positions and use of cover/concealment and decocking in between is optional per instructor.

**PHASE 2** - At the **25 Yard Line**, 8 Seconds for pistol or revolver.

On command move to the **15 Yard Line**, draw and fire 2 rounds and stay at cover down position.

**PHASE 3** - Stay on the **15 Yard Line**, 3 seconds for pistols or revolvers.

On command from cover down position fire 2 rounds, recover, maintain cover down position, repeat four times for 8 rounds.

**PHASE 4** - 20 seconds for pistols, 25 seconds for revolvers.

At the 15 Yard Line on command move to the **7 Yard Line**, draw and fire 12 rounds with a **MANDATORY RELOAD**.

**PHASE 5** - 20 seconds for pistols, 25 seconds for revolvers

On command at the 7 YARD LINE move to the **5 Yard Line**, draw and fire 5 rounds strong hand, **Reload** and fire 5 rounds weak hand.

**SCORING** - B21, B21X targets - use indicated K value with a maximum 250 points multiplied by .4 to obtain percent.

B27 targets - 8, 9,10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets - 5 points inside the bottle, 3 points outside the bottle on the target, multiply by .4. to get percent.

**INSTRUCTOR'S DISCRETION TO USE PROPER VERBALIZATION WHEN TO CHALLENGE THE TARGET.**

## **APPENDIX E**

### **VIRGINIA QUALIFICATION COURSE II FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets - B21, B21X, B27, Q**

**60 Rounds, 3 - 25 YARDS**

#### **Qualification Score 70%**

**PHASE 1** - 20 seconds - at the **3 Yard Line**, on command draw and fire 6 Rounds standing with strong hand, **MAGAZINE CHANGE/RELOAD**, Fire 6 rounds standing with weak hand.

**PHASE 2** - at the **7 Yard Line**, on command draw and fire 2 rounds in 3 seconds, holster, repeat until 12 rounds have been fired.

**PHASE 3** - 10 seconds, at the **7 Yard Line**, On command draw and fire 6 rounds kneeling.

**PHASE 4** - 37 seconds, At the **15 Yard Line**, on command fire 12 rounds standing, 6 rounds kneeling. SEMI-AUTOS must have **MAGAZINE CHANGE**.

**ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:**

**PHASE 5A** - 45 seconds - at the **25 Yard Line**, on command fire 12 rounds, 6 rounds kneeling using barricade and 6 rounds standing using barricade for cover.

**OR**

**PHASE 5B - 25 YARD LINE**, 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.

**SCORING** - B21, B21X, targets - use indicated K value with a maximum 300 points divided by 3 to obtain percent.

B27 targets - 8, 9, 10, X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points divided by 3 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target. Divide by 3 to obtain percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY TO USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**

**APPENDIX F**

**VIRGINIA TACTICAL QUALIFICATION COURSE I  
FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets - B21, B21X, B27, Q**

**50 Rounds, 5/7 - 25 YARDS**

**Qualification Score 70%**

Each officer/deputy restricted to number of magazines carried on duty. Magazines fully loaded. Instructor shall determine magazine changes.

**PHASE 1 - At 5, 7 OR FRACTION THEREOF**, point shoulder shooting, fire 2 rounds in 3 seconds for 12 rounds. After each two rounds, holster, repeat until 12 rounds have been fired.

1. On command draw and fire 6 rounds in 8 seconds, point shoulder position.
2. On command draw and fire 4 rounds in 8 seconds, strong hand only, point shoulder.
3. On command fire 4 rounds in 10 seconds, weak hand point shoulder.

**PHASE 2 - At 15 Yard Line**, point shoulder position

1. On command draw and fire 2 rounds in 3 seconds for 6 rounds. (Optional to holster after each 2 rounds)
2. On command draw and fire 6 rounds in 12 seconds.

**ACADEMIES MUST CHOOSE ONE OF THE FOLLOWING PHASES FOR SCORING:**

**PHASE 3A - at 25 Yard Line**, 45 seconds for pistols, 60 seconds for revolvers.

1. On command assume kneeling position, draw and fire 6 rounds behind a barricade.
2. Fire 6 rounds, strong hand standing barricade position.

**PHASE 3B - at 25 Yard Line, 60 seconds for pistols, 60 seconds for revolvers. On command, fire 4 shots standing strong side, 4 shots kneeling strong side, and 4 shots prone strong side.**

**SCORING** - B21, B21X targets - use indicated K value with a maximum 250 points multiply by .4 to obtain percent.

B27 targets - 8, 9,10,X rings = 5 points, 7 ring = 4 points, hits on silhouette = 3 points multiply by .4 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle on the target, multiply by .4 to obtain percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**

## **APPENDIX G**

### **VIRGINIA TACTICAL QUALIFICATION COURSE II FOR SEMI-AUTOMATIC PISTOLS AND REVOLVERS**

**Targets - B21, B21X, B27, Q**

**36 ROUNDS, 3 - 25 YARDS**

#### **Qualification Score 70%**

Course begins with a charged and fully loaded weapon, all shots fired standing with strong hand, weapon at eye level with all shots placed high in the chest area unless directed otherwise by the instructor. Weapons WILL NOT BE holstered until the target has edged or whistle has blown. At the end of each phase of fire, a tactical/combat reload will be executed before holstering. If a reload is required it will be accomplished by using a combat or speed reloading technique.

Prior to the start of the course at the 7 YARD LINE, semi-auto pistol shooters will be advised to keep one magazine empty and load as directed by instructor in order to evaluate slide lock back, chamber empty and combat loads. Revolver shooters will have reload time increased by 2 seconds at all stages of fire.

**PHASE 1 - At 3 Yard Line**, on command draw and fire 2 rounds in 3 seconds, one round in the body, one round in the head or groin and holster. Repeat 3 more times until 8 rounds have been fired.

REVOLVER shooter will reload before firing last four rounds.

**PHASE 2 - At 7 Yard Line**, (Prior to firing this stage, pistol shooters will be directed to do an in holster magazine exchange placing a magazine with 2 rounds in the pistol). On command draw and

fire 2 rounds strong hand, execute a combat or speed reload, transfers weapon to weak hand and fires 1 additional round in 10 seconds. Weapon remains out held in weak hand only and on command fires 3 rounds in 3 seconds and safely holsters. Total rounds fired 6.

**PHASE 3 - At 7 Yard Line**, draw and fire 4 rounds in 5 seconds and safely holster. Repeat again for a total of 8 rounds. (Revolvers, top off cylinder before firing last 4 rounds).

**PHASE 4 - At 15 Yard Line**, standing, draw weapon to READY GUN and wait command to fire. On command fire 2 rounds in 3 seconds, return to READY GUN. On command fire 2 rounds, execute a combat or speed reload fire 2 additional rounds and return to READY GUN.

**12 SECONDS allotted to fire rounds 3 & 4, reload and fire 2 additional rounds.** On command fire 2 rounds in 3 seconds, safely holster. Total rounds fired 8.

**PHASE 5 - AT 25 Yard Line**, Shooter stands beside cover (barricade), On command retreats behind cover, draws on the move and from behind cover, assumes strong side kneeling position, leans out from behind the cover, fires 2 rounds strong side kneeling in 12 seconds and holsters.

Shooter stands beside cover (barricade) and on command shooter retreats behind cover and assumes strong side standing position, leans out from behind cover and fires 2 rounds, strong side standing in 12 seconds and holsters.

Shooter again retreats behind cover, assumes weak side standing position, leans out from behind cover and fire 2 rounds weak side standing and holsters.

**WHEN SHOOTER RETREATS BEHIND COVER, ALL WEAPONS WILL BE DECOCKED AND TRIGGER FINGER PLACED OUTSIDE AND ABOVE THE TRIGGER GUARD. FAILURE TO DO SO IS A SAFETY VIOLATION AND NONE OF THE ROUNDS FIRED WILL BE SCORED.** This course of fire is to teach looking for and moving to cover.

**SCORING** - B21, B21X, B27 targets - used indicated K value with a maximum 180 points divide by 1.8 to obtain percent.

B27 target - 8, 9, 10, X rings = 5 points, 7 rings = 4 points, hits on silhouette = 3 points, divide by 1.8 to obtain percent.

Q targets - 5 points inside the bottle, 3 points out of the bottle and on the target divide by 1.8 to obtain percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**

## APPENDIX H

### VIRGINIA TACTICAL QUALIFICATION COURSE III

#### FOR SEMI-AUTOMATIC PISTOLS

**Targets-B21, B21x, B27, Q – 99**

**50 ROUNDS, 1/3-25 YARDS**

**Qualification Score 70%**

Each officer/deputy restricted to number of magazines carried on duty. Magazines may be partially loaded during course of fire to induce a malfunction at instructor's discretion. Instructor may determine magazine exchanges. Course may be run from the 25 to the 1/3 yard line, or 1/3 yard line to the 25 yard line. Lateral, fore or aft movement during any phase at the instructor's discretion.

**Phase 1-**At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds standing, and 3 rounds kneeling in 25 seconds. (Option use barricade or simulated cover)

**Phase 2-**At the 15 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 4 seconds. (3x for total of 6 rounds) (Option, shoot then step laterally)

**Phase 3-**At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. (3x for total of 6 rounds) (Option, step laterally as you draw)

**Use either 4a or 4b**

**Phase 4a-**At the 7 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, perform a reload, then fire an additional 6 rounds in 12 seconds. (Option, step laterally while reloading)

**Phase 4b-**At the 7 Yard Line, for a total of 12 rounds.

On command, draw as you move to the 5 yard line,

1. fire 2 rounds in 3 seconds, (3x for total of 6 rounds)
2. fire 6 rounds in 6 seconds.

**Phase 5-**At the 5 Yard Line, for a total of 14 rounds, on command, draw and fire (Option, step laterally as you draw)

1. 2 rounds in 3 seconds (3x for total of 6 rounds)
2. 4 rounds in 6 seconds, strong hand only.
3. 4 rounds in 8 seconds, weak hand only.

**Phase 6-**At the 1-3 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds in 3 seconds using close quarter/hip technique. (Option, shove and shoot and/or 1-2 steps to the rear after shooting)

**SCORING-** B21, B21x targets-use indicated K value with maximum 25 points multiplied by .4 to obtain percent.

B27 targets-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q targets-5 points inside the bottle, 3 points outside the bottle on target multiply by .4 to get percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**

**APPENDIX I**  
**VIRGINIA TACTICAL QUALIFICATION COURSE IV**  
**FOR SEMI-AUTOMATIC PISTOLS**

**Targets-B21, B21x, B27, Q**  
**60 ROUNDS, 1/3-25 YARDS**

**Qualification Score 70%**

Each officer/deputy restricted to number of magazines carried on duty. 25 yard line phase calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 12 rounds. Mandated reloads or staging magazines to induce a malfunction at the instructor's discretion. When utilizing barricade or simulated cover position, Instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/ she steps behind cover) Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarter shooting techniques. Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Instructor option to substitute 5 Yard line stage with: draw and fire 4 rounds strong hand, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand in 10 sec.

**Phase 1-**At the 25 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds from position 1; from position 2, fire 6 rounds in 45 seconds behind cover.

**Phase 2-**At the 15 Yard Line, for a total of 18 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 4 seconds (3x for total of 6 rounds)
2. On command, draw and fire 6 rounds, combat reload, then fire 6 more rounds in 25 seconds.

**Phase 3-**At the 10 Yard Line, for a total of 6 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds, then go to ready gun.
2. From ready gun, on command, fire 2 rounds in 3 seconds.
3. From ready gun, on command, fire 2 rounds in 3 seconds.

**Phase 4-**At the 7 Yard Line, for a total of 12 rounds. (Option for lateral movement)

1. On command, draw and fire 2 rounds in 3 seconds.
2. On command, draw and fire 2 rounds in 3 seconds.
3. On command, draw and fire 2 rounds in 3 seconds.
4. On command, draw and fire 3 rounds in 4 seconds.
5. On command, draw and fire 3 rounds in 4 seconds.

**Use either 5a or 5b**

**Phase 5a**-At the 5 Yard Line, for a total of 8 rounds. (Option for lateral movement)

1. On command, draw and fire 4 rounds in 6 seconds, strong hand only then assess, scan and holster.
2. On command, draw and fire 4 rounds in 8 seconds, weak hand only. Reload and holster.

**Phase 5b**-At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer to weak hand, then fire 4 more rounds weak hand only in 10 seconds.

**Phase 6**-At the 3 Yard Line or Closer, for a total of 4 rounds.

1. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).
2. On command, draw and fire using close quarter/hip technique 2 rounds in 3 seconds. (Option, shove and shoot and/or 1-2 steps to the rear after shooting).

**SCORING**-B21, B21x targets-use indicated K value with maximum 300 points divided by 3 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points divided by 3 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, divide by 3 to get percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**

## **APPENDIX J**

### **VIRGINIA TACTICAL QUALIFICATION COURSE V FOR SEMI-AUTOMATIC PISTOLS**

**Targets-B21, B21x, B27, Q**

**50 ROUNDS, 1/3-25 YARDS**

#### **Qualification Score 70%**

Each officer/deputy restricted to number of magazines carried on duty 25 yard line calls for rounds fired from 2 different positions (chosen from standing, kneeling, prone) for a total of 6 rounds. (Example: 3 standing and 3 kneeling) Mandated reloads or staging magazines to induce a malfunction/reload at instructor's discretion. When utilizing barricade or simulated cover position, instructor option to begin behind cover or seek cover to begin phase. (Example: Shooter draws as he/she steps behind cover) Lateral movement during draw or after shots may be introduced during any phase of fire at the instructor's discretion. Close quarter/hip shooting portion can be run from three yards and in, utilizing close quarters shooting techniques. Instructor option to substitute 5 yard line stage with: draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand and immediately fire 4 rounds weak hand only in 12 sec.



**Phase 1-**At the 25 Yard Line, for a total of 6 rounds.

On command, draw and fire 3 rounds from position 1; from position 2, fire 3 rounds in 25 seconds behind cover.

**Phase 2-**At the 15 Yard Line, for a total of 12 rounds.

1. Have shooters draw to Ready Gun position. On command fire 2 rounds in 3 seconds, assess, scan and return to Ready Gun. Repeat 2 more times for a total of 6 rounds. Reload and holster.
2. On command, draw and fire 6 rounds in 12 seconds. Assess, scan and holster.

**Phase 3-**At the 10 Yard Line, for a total of 12 rounds.

On command, draw and fire 6 rounds, reload, and immediately fire 6 more rounds in 20 seconds.

**Phase 4-**At the 7 Yard Line, for a total of 6 rounds.

On command, draw and fire 2 rounds in 3 seconds. Repeat 2 more times for a total of 6 rounds.

**Use either 5a or 5b**

**Phase 5a-**At the 5 Yard Line, for a total of 8 rounds.

1. On command, draw and fire 4 rounds in 6 seconds strong hand only, assess, scan and holster.
2. On command, draw and fire 4 rounds in 8 seconds weak hand only.

**Phase 5b-**At the 5 Yard Line, for a total of 8 rounds.

On command, draw and fire 4 rounds strong hand only, safely transfer weapon to weak hand, and immediately fire 4 rounds weak hand only in 12 seconds.

**Phase 6-**At the 3 Yard Line or Closer, for a total of 6 rounds.

On command, draw and fire using close quarter/hip technique 3 rounds in 4 seconds. Repeat again for a total of 6 rounds. (Option shove and shoot and/or 1-2 steps to the rear after shooting.)

**SCORING-**B21, B21x targets-use indicated K value with maximum 250 points multiplied by .4 to obtain percent.

B27 target-8, 9, 10, X rings=5 points, 7 ring=4 points, hits on silhouette=3 points multiply by .4 to obtain percent.

Q target-5 points inside the bottle, 3 points outside the bottle on target, multiply by .4 to get percent.

**INSTRUCTOR'S DISCRETION WHEN TO HAVE OFFICER/DEPUTY USE PROPER VERBALIZATION TO CHALLENGE THE TARGET.**